

Pupil premium strategy statement – Russell Lower School (3 year plan for 2023/2024, 2024/2025, 2025/2026)

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	440
Proportion (%) of pupil premium eligible pupils	5% (22)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023/2024, 2024/2025, 2025/2026
Date this statement was published	September 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Nicki Walker Headteacher
Pupil premium lead	Louise Bunney Deputy Head
Governor / Trustee lead	Laura Johnson lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (financial year based on Oct 24 census - minus LAC child)	£28,785
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>	£28,785

Part A: Pupil premium strategy plan

Statement of intent

At Russell Lower School as of 2021-2022 we have adopted the **RADY (raising the attainment of disadvantaged youngsters)** approach. It is our intent to:

**raise expectations;
raise awareness;
raise aspirations;**

in order to close gaps between our disadvantaged pupils and their non-disadvantaged peers both in terms of attainment and holistic opportunities and experiences through focusing on **equity not equality**.

RADY Pledge

Our school pledges to take the following steps as part of the implementation of RADY to provide an equitable approach, resulting in improved outcomes for disadvantaged youngsters:

- An **uplift will be applied for all disadvantaged youngsters** at the start of the phase of education so that, if all children reach their increased target, attainment will be equalised by the end of the phase of education, and we can diagnose and address gaps in knowledge, skills and understanding at the earliest opportunity
- RADY will form the **Golden Thread** through the existing school development plan, resulting in all leaders driving RADY through their respective areas which will help to ensure that RADY becomes a sustainable approach that is embedded into the school culture
- We will work to achieve **proportional representation for disadvantaged youngsters in all aspects of school life** by the end of the first year of implementation so that our disadvantaged youngsters are challenged in lessons and engaging in wider experiences outside of the classroom that will develop their skills to be successful in life
- From the **end of 2021-2022 all colleagues within the school will understand what RADY is** and be able to articulate what we are doing as a school to increase the attainment of our disadvantaged youngsters.

Research states that disadvantaged pupils have been disproportionately affected by the pandemic. In order to address this our strategy is integral to wider school plans and our SDP 'golden threads' for whole school improvement. We understand that by developing evidence-based practices (which we have been focussing on for several years now) that support our disadvantaged pupils we will also be enhancing staff skills and provisions for all pupils.

At Russell Lower **high-quality teaching** is at the heart of everything we do, 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.

We also continue to make use of **targeted support** for those who are not making good progress, or those who have been disproportionately impacted by the effects of the pandemic. We consider carefully the links between structured small group interventions to classroom teaching and the curriculum and use high quality evidence based provisions to support our pupils.

We are constantly mindful of the **wider strategies** we use and ensure they relate to the most significant non-academic challenges to success in school, including attendance, behaviour, and social and emotional support, which also may negatively impact upon academic attainment.

We believe **accurate early identification of need and knowing our pupils well** is key in supporting our disadvantaged pupils to make good progress and achieve high attainment in all subject areas. For this reason, teachers carry out **PP passports within the first two weeks** of pupils returning to school and **appropriate support/provisions are identified and set up by the end of the third week** back in September.

We also believe **engagement of our PP/vulnerable families is key** and continue to develop our communication with these families whilst being mindful to protect these families from any kind of stigmatisation or stereotyping. We invite them to contribute (**via Your thoughts questionnaire**) to influence the provision their children receive so that it has the greatest impact on raising attainment.

Through robust diagnostic assessment carried out by Phase Leaders, the Inclusion Lead (PP lead), the Deputy Head (PP strategy lead) and the Headteacher supported by LSAs and class teachers during **half termly PP meetings/Pupil Progress Meetings (PPMs)** we are able to ensure our approach to supporting our disadvantaged pupils is responsive to common challenges and individual needs.

We worked with Challenging Education (Louise Blackburn) during 2021/22 and 2022/23 to implement RADY approaches. We will be continuing with this into 2023/24/25.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils. These will be our focuses for the next three years (2023/24, 2024/25 and 2025/26).

Challenge number	Detail of challenge
1	<u>Attendance</u> Internal monitoring shows that by June 2023 our PP attendance was 94.5% vs non-PP of 95% (National of 93.7% for all pupils' years 1 to 6). June 23 our PP persistent absence (PA) was at 12.9% reducing from 17% in October 22. Non-PP PA was at 10% in June 23 resulting in a gap of -2.9%. (National of 17.7% for all pupils' years 1-6) Although all the figures above are positive in terms of our PP children it has taken considerable work and monitoring to reduce this gap and without the continuation of this we fear it could increase again, particularly the PA %. All evidence indicates that absenteeism negatively impacts attainment and progress.

2	<u>Attainment</u> Internal and external assessments and observations indicate that writing and maths attainment among PP pupils is below that of non-PP. <table><tr><th>June 23</th><th>PP ARE+</th><th>Non PP</th><th>Sum gap</th><th>Gap with SEND removed for both groups</th></tr><tr><td>Reading</td><td>88 (87 June 22)</td><td>89</td><td>-1</td><td>+1</td></tr><tr><td>Writing</td><td>61 (55 June 22)</td><td>82</td><td>-21</td><td>-15</td></tr><tr><td>Maths</td><td>76 (69 June 22)</td><td>87</td><td>-11</td><td>-4</td></tr></table>	June 23	PP ARE+	Non PP	Sum gap	Gap with SEND removed for both groups	Reading	88 (87 June 22)	89	-1	+1	Writing	61 (55 June 22)	82	-21	-15	Maths	76 (69 June 22)	87	-11	-4
June 23	PP ARE+	Non PP	Sum gap	Gap with SEND removed for both groups																	
Reading	88 (87 June 22)	89	-1	+1																	
Writing	61 (55 June 22)	82	-21	-15																	
Maths	76 (69 June 22)	87	-11	-4																	
3	<u>Lower level of phonics on entry to school</u> Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics on entry to Russell than their peers. This negatively impacts their development as readers.																				
4	<u>Language and vocabulary skills</u> Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.																				
5	<u>Resilience - emotional wellbeing (to include proportional representation)</u> Our assessments (including SDQs, observations and discussions with pupils and families) indicate that resilience is low in many of our disadvantaged children which has been further impacted by the partial school closures during the COVID-19 pandemic, this is true also for many of our Non-PP pupils. This lack of resilience towards learning and social factors is significantly impacting the overall progress of our children. During the academic year 2022/23 31% of the children accessing Pastoral support were disadvantaged.																				

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
<u>Improved Attendance</u> To achieve and sustain improved attendance for all pupils, particularly our disadvantaged children.	Improved and sustained high attendance by 2025/26 demonstrated by: - Attendance for all to be $\geq 97\%$ with no more than a 1% gap between PP and non-PP. 95% year 1, 96% year 2 and 97% year 3 - Persistent absence to be $< 8\%$ (ideally down to $< 3\%$) for all children and close the gap (2.9%) between PP and non-PP PA.
<u>Improved Writing Attainment</u> Improved writing attainment among disadvantaged pupils from 61% July 23 and narrow the gap of 21% July 23 no SEN disadvantaged attainment was 75% compared to no SEN other attainment 89% Gap of 14%	Writing outcomes in 2025/26 show that 85% of disadvantaged pupils meet the expected standard Writing outcomes in 2025/26 show that 85% of no SEN disadvantaged pupils meet the expected standard with a continued narrowing of the gap.
<u>Improved Maths attainment</u> Improved maths attainment among disadvantaged pupils from 76% July 23 and narrow the gap of 11% July 23 no SEN disadvantaged attainment was 87% compared to no SEN other attainment 94% Gap of 7%	Maths outcomes in 2025/26 show that 85% of disadvantaged pupils meet the expected standard Maths outcomes in 2025/26 show that 85% of no SEN disadvantaged pupils meet the expected standard with a continued narrowing of the gap.
<u>Improved phonics attainment among disadvantaged pupils.</u>	KS1 phonics outcomes in 2025/26 show that more than 95% of disadvantaged pupils (minus SEND) meet the expected standard.
<u>Improved oral language skills and vocabulary among disadvantaged pupils.</u>	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
<u>Improved Resilience</u> SDP2 - To build a resilient school community, to ensure children, parents, staff and governors have the skills they need to be successful and thrive.	School has moved from an entirely well-being pastoral model to a resilience model resulting in improved wellbeing by 2025/26 demonstrated by: qualitative data from student voice, student and parent surveys and teacher

	observations demonstrating an improved attitude to all areas but in particular learning • quantitative data from SDQs/SHEU • a sustained increase in participation in enrichment activities, particularly among disadvantaged pupils - proportional representation • Attendance improves further from the position at the end of the year 2022/23 (overall and PA) • The SHEU survey demonstrates improvements in resilience, as does the well-being governor and staff, child and parent questionnaires • More children attend the Y4 residential in 2024 without huge intervention from the SLT
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Activity in this academic year (2025/26)

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £3,500

Activity	Evidence that supports this approach	Challenge number(s) addressed and menu of approaches
OFSTED objective SDP2 Continue to develop teachers' subject knowledge so that they focus specifically on the subject knowledge that curriculum leaders intend children to learn through further implementation of WalkThrus and Instructional Coaching. In order to support accelerated rather than expected progress for our PP children.	Evidence indicates that high quality teaching is the most powerful way for schools to improve pupil attainment, particularly for socio-economically disadvantaged students. Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment. This could include the selection of high quality curriculum materials or investment in the use of standardised assessments. EEF Mentoring and coaching can be an important source of support, particularly for early career teachers. Schools should carefully consider the	2, 3, 4 HQT 1, 2, 3

	core components that make these strategies effective when developing their approach. EEF	
OFSTED objective SDP2 Writing: enhance the writing curriculum through the implementation of changes brought in last academic year to support the teaching and learning of writing so that outcomes continue to improve for all children, but particularly in boys and disadvantaged children's writing. English Lead to monitor the implementation and triangulate with data and outcomes.	Supporting continuous and sustained professional development is crucial to developing teacher practice. The content of professional development should be based on the best available evidence and should balance the need to build knowledge, motivate teachers, develop specific techniques, and embed new approaches. Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment. In some cases, this may include the selection of high-quality curriculum materials, or investment in the use of standardised assessments. EEF	2,3,4 HQT 1, 2
OFSTED objective SDP1 To introduce a successful validated phonics scheme (Essential Letters and Sounds) into Year 1 from September 2025 following on from Foundation Stage in 2024 so that children's books closely match their current phonics knowledge and they become accurate, fluent readers as quickly as possible. This will include the use of Phonics Tracker for assessment.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	2,3,4 HQT 1, 2,5

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

Budgeted cost: £23,000

Activity	Evidence that supports this approach	Challenge number(s) addressed and menu of approaches
OFSTED objective SDP1 Additional high-quality phonics sessions targeted at disadvantaged pupils who require further phonics support. Key focus on year 1 and children in year 2 who did not pass the check last year.	Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	2,3,4,5 TAC 1,2,4
Continue to offer high quality maths, reading, writing and SPaG provisions (SO, tutoring and LSA provisions) in order to narrow the gap between disadvantaged and others in school through accelerated progress.	Targeted academic support can support pupil progress and can be employed to help boost language development, literacy, or numeracy as well as other subject areas. Interventions should be carefully linked to classroom teaching and matched to individual pupils' specific needs, while not inhibiting their access to the wider curriculum. • EEF small group tuition +4 months • 1:1 tuition/small group work and personalised learning results in a +5 months gain EEF Strategic deployment of teaching assistants is important to ensuring that priority pupils are supported. TAs should be fully prepared for their role in any given lesson or intervention and their input should supplement (rather than replace) high quality provision from the class teacher.	2,3,4,5 TAS 1, 2, 3, 4

Monitor adaptations (activity and resources) and provisions being made to meet the specific needs of disadvantaged pupils with SEND to ensure that they make more than expected progress as a result of targeted provision (my action plans). Pupil passports shared with all staff responsible for pupil learning to ensure a collective understanding of needs.	Disadvantaged pupils with SEND have the greatest need for excellent teaching. Specific approaches to support these pupils may include explicit instruction, cognitive and metacognitive strategies, scaffolding, flexible grouping, and the targeted use of technology. Supporting resources: The EEF guidance report on Special Educational Needs in Mainstream Schools includes 5 evidence based recommendations to support pupils with SEND.	2,3,4 TAS 3
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £2,300

Activity	Evidence that supports this approach	Challenge number(s) addressed and menu of approaches
Embed principles of good practice set out in the DfE's Working Together to Improve School Attendance August 2024. This will involve continuing to dedicate time to monitor attendance and work with parents to ensure that PP PA reduces from June 2024. Teachers to review attendance/punctuality weekly of vulnerable pupils and flag concerns to DHT Teachers to proactively engage with parents about attendance/punctuality	Poor attendance at school is linked to poor academic attainment across all stages. Some parental communication approaches and targeted parental engagement interventions show promise in supporting pupil attendance. Clear evidenced link between attendance and attainment. DfE improving attendance: good practice.	All WS 2
SDP 3 To become a 'therapeutic thinking' (TT) school and adopt and embed the principles to best meet our community's needs and to continue to build the most resilient community that we can (Year 2 of 2 continued)	Social and emotional skills support effective learning and are linked to positive outcomes later in life. Schools may consider whole-class approaches as well as targeted interventions, monitoring the impact of these choices carefully.	All WS 1

	Evidence from the EEF's Teaching and Learning Toolkit suggests that effective SEL (social emotional learning) can lead to learning gains of +4 months	
To continue to support and encourage parental engagement through: • an open door policy with the SLT • embedding the SEND/PP/PS parents café/workshops to support parental engagement • a range of parent workshops • offering appropriate extended provision	Levels of parental engagement are consistently associated with improved academic outcomes. Practical approaches, such as supporting shared book reading or tailoring positive communications about learning, can prove actionable for schools. Parental engagement has a positive impact on average of 4 months' additional progress. Supporting resources: • The EEF Toolkit has a strand on parental engagement. • The EEF guidance report on 'Working with Parents to Support Children's Learning' offers practical approaches and insights for communicating and supporting parents. The EEF states 'Developing a holistic understanding of the needs of pupils, and strategies to support those needs, will require consistent and purposeful engagement with parents and families.' There is some evidence that providing free, universal, before-school breakfast clubs can benefit pupils, by preparing children for learning or supporting behaviour and school attendance.	All WS 1,2,4,5,6
Continued focus on proportional representation across the school such as school council, sports leaders, extra-curricular clubs, music lessons etc. Extracurricular activities, including sports, outdoor activities, and arts and culture - for example, music lessons and school trips. • Higher % of pupils to hold a school leadership role - Sports Leader/School Council • Each PPG pupil will be entitled to one extra-	Extracurricular activities are an important part of education in their own right. These approaches may increase engagement in learning but it is important to consider how increased engagement will be translated into improved outcomes. EEF evidence indicates that when pupils take pride and engage in wider aspects of school life socially, they achieve well as they are more settled. Improving behaviour in schools Supporting resources:	All WS 1,2,3

curricular club/music lesson per term - Teachers to monitor and evaluate impact of opportunities and flag to DH - Residential school trip fully funded for year 4 pupils - Access to BSC/ASC and holiday club as needed/appropriate	The EEF Toolkit has a strand on arts participation.	
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Total budgeted cost: £28,800

Part B: Review of the previous academic year - 2024/25

Outcomes for disadvantaged pupils

2024/25

By the end of the academic year, 29% of our disadvantaged pupils were also on the SEND register with 71% of those being boys. This contributed to the difficulty in narrowing gaps for boys.

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments. The highlights of our year are:

- Only 4 non SEND (2 are being monitored for SEND) children have not made ARE+ in writing.
- Only 3 non SEND (2 are being monitored for SEND) children have not made ARE+ in maths.
- Phonics in KS1 has had some excellent results. There are only 2 PP children in the whole KS who have not passed their phonics. One is SEND and one is being monitored for and will retake next year.
- Sail into Sounds and improved resilience are well on their way with lots having been carried out this year and already planned for next linked to the behaviour curriculum and Therapeutic Thinking.

Improved Attendance

To achieve and sustain improved attendance for all pupils, particularly our disadvantaged children. Attendance for all to be >97% with no more than a 1% gap between PP and non-PP. 95% year 1, 96% year 2 and 97% year 3. Persistent absence to be <8% (ideally down to <3%) for all children and close the gap (2.9%) between PP and non-PP PA.

Whole school attendance continues to be challenging due to term time holidays. We continue to monitor the attendance of all children very carefully, but specifically PP PA attendance.

	Whole school	PP attendance	Non-PP	Gap	Whole school PA	PA PP	PA Non-PP	Gap
Summer 23	95.2%	94.5%	95%	-0.5%	4.9%	12.9%	10%	-2.9%
Summer 24 To 20th June	96.27%	94.6%	96.4%	-1.8%	4.03%	18.5%	3.1%	-15.4%*
Summer 25 13th June 25	96.3%	92.4%	96.5%	-4.1%	5% (22)	20.8%* (5)	4.1% (17)	-15.7%

Whole school attendance continues to be challenging (term time holiday) in terms of reaching our school target of 97% however the SAO commended us on having extremely strong attendance across the board.

PP is brought down by the 5/24 PA children. Families continue to access support through regular meetings with the school.

Up to 13th June 2025

PP boys: 95.2% (93.80% 2024)

PP girls: 90.8% (95.16% 2024)

PP minus SEND (17): 93.3% (94.63 2024)

Persistent absence (missing at least 10% of school)

Whole school: 5% (22) (4.03% 2024) (10% 2023)

PP boys: 11.1% (1) (25% 2024)

PP girls: 26.7% (4) (13.33% 2024)

PP minus SEND: 14.3% (1) (15.79% 2024)

*This is due to 5 children who are falling into the PA bracket. All children are being closely monitored/supported by the DH and SAO.

School comparison – Up to end of summer 1

Graph alternative: table of attendance for different pupil groups from the start of the academic year 2024 to 2025, up to Friday 30 May 2025.

Pupil group	Your Attendance	Similar schools' median attendance	National average

All pupils	96.4%	96.2%	94.9%
Pupils with free school meals (FSM)	93.5%	92.9%	92.4%
Pupils with no FSM	96.6%	96.5%	95.9%

LA comparison for PP taken 12/6/25

Attendance measure	Percentage	Ranking ①
Overall attendance	93.5%	You are ranked 17th out of 95 schools
Overall absence	6.5%	You are ranked 17th out of 95 schools
Authorised absence	5.1%	You are ranked 29th out of 95 schools
Unauthorised absence	1.4%	You are ranked 20th out of 95 schools
Persistently absent	25.0%	You are ranked 35th out of 95 schools
Severely absent	0.0%	You are ranked 1st out of 95 schools

Improved Writing and Maths Attainment

Improved writing attainment among disadvantaged pupils from 61% July 23 and narrow the gap of 21%. Writing outcomes in 2025/26 show that 85% of disadvantaged pupils (minus SEND) meet the expected standard with a continued narrowing of the gap.

Improved maths attainment among disadvantaged pupils from 76% July 23 and narrow the gap of 11%. Maths outcomes in 2025/26 show that 85% of disadvantaged pupils (minus SEND) meet the expected standard with a continued narrowing of the gap.

	June 2024 – 27 children							June 2025 – 24 children						
	PP ARE +	Non PP ARE +	Gap	PP min us SEN D	Non PP min us SEN D (19)	Gap		PP ARE +	Non PP ARE +	Gap	PP min us SEN D	Non PP min us SEN D	Gap	
Reading	78% (21)	92%	-14	89% (17)	97%	-8%		79% (19)	91%	-12%	94% (16)	97%	-3%	
Writing	63% (17)	81%	-18	79% (15)	89%	-10%		58% (14)	85%	-27%	77% (13)	92%	-19%	
Maths	70% (19)	88%	-18	79% (15)	94%	-15%		71% (17)	87%	-16%	85% (14)	93%	-10%	

Foundation Stage GLD

	June 23	June 24	June 25
Cohort	88% (67% national)	83% (68% national)	80% (68% national)
PP	75% (3/4)	67% (2/3)	33% (1/3)

Writing**All**

10/24 not met ARE+, 6 are SEND, 2 monitoring for SEND, 1 high medical needs, 1 specific writing issue.

67% of PP boys (6 out of 9) are not ARE+ vs 27% of girls (4 out of 15)

Minus SEND

Non-SEND: 4/17 not met ARE+, 2 monitoring for SEND, 1 high medical needs, 1 specific writing issue. 13 are ARE+

25% of PP boys (1 out of 4) is not ARE+ (monitoring for SEND) vs 23% of girls (3 out of 13) (one monitoring for SEND, one medical, one specific area)

Progress all from starting point (EYFS profile/main assessment, does not include small steps such as sig below to below)

8% (2) have made negative progress from their starting point, one being monitored for SEND and one high medical needs.

8% (2) have made exceeding progress from their starting point.

Progress all from last year (main assessment to main assessment, includes small steps such as sig below to below) - 20 children

July 25			
PP	Non PP	PP - SEND	Non PP -SEND
90%	95%	93%	95%

10% (2) have made negative progress from Summer 24

85% (17) have made expected progress

5% (1) has made exceeding progress

Maths

All

7/24 not met ARE+, 4 are SEND, 2 monitoring for SEND, 1 high medical needs,

44% of PP boys (4 out of 9) are not ARE+ vs 20% of girls (3 out of 15)

Minus SEND

Non SEND: 3/17 not met ARE+, 2 monitoring for SEND, 1 high medical needs. 14 are ARE+

25% of PP boys (1 out of 4) is not ARE+ (monitoring for SEND) vs 15% of girls (2 out of 13) (one monitoring for SEND, one medical)

Progress all from starting point (EYFS profile/main assessment, does not include small steps such as sig below to below)

12.5% (3) have made negative progress from their starting point, one is SEND, one being monitored for SEND and one high medical needs.

17% (4) have made exceeding progress from their starting point.

Progress all from last year (main assessment to main assessment, includes small steps such as sig below to below) - 20 children

July 25			
PP	Non PP	PP - SEND	Non PP -SEND
85%	90%	87%	90%

15% (3) have made negative progress from Summer 24 - one is SEND, one being monitored for SEND and one high medical needs.

60% (12) have made expected progress

25% (5) have made exceeding progress

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Improved phonics attainment among disadvantaged pupils

KS1 phonics outcomes in 2025/26 show that more than 95% of disadvantaged pupils (minus SEND) meet the expected standard.

FS (based on Summer 1 tracker)

33% (1) PP are on track. The 2 not on track are SEND.

Year 1

86% (97% 2024) of children passed the phonics screening

75% PP (75% 2024) passed - 1 child who didn't is being monitored for SEND.

97% (98% 2024) of non-PP passed.

Year 2 retake

Only 1 PP child needed to retake and they did not pass, they are also SEND

All retakes (2 pupils) 50% passed

Improved oral language skills and vocabulary among disadvantaged pupils.

Assessments and observations indicate significantly improved oral language among disadvantaged pupils.

6 members of staff (3 in FS and 3 in Year 1) plus SENDCo have been trained to deliver Lift Off to Language intervention to support vocabulary, social interactions, turn taking skills, comprehension and expressive language skills.

Three groups ran in Foundation stage, with a total of 12 children, 7 of whom are on the SEND register. One child eligible for PP was in the Spring 2 Lift off to language foundation stage provision. They are also accessing Private SALT intervention from June 2025, whilst awaiting NHS support. One group has run in Year 1 for 5 children with high needs SEND.

5 children eligible for PP have accessed Private, school funded SALT sessions during 2024/2025. 3 of these have since been discharged (Summer 25) having met their individual targets and been assessed as no longer needing ongoing support.

Improved Resilience

SDP2 - To build a resilient school community, to ensure children, parents, staff and governors have the skills they need to be successful and thrive.

School has moved from an entirely well-being pastoral model to a resilience model resulting in improved wellbeing by 2025/26.

- 3 days of training of SK and NW has been achieved (aut 1) and cascade training for support staff and teachers has taken place (aut 2).
- The wellbeing and resilience group have been tasked with leading the priority and the toolkit will be developed over the year (24-25).
- First half of the required 6 hours of TT training for staff took place during January 2025 Inset. This was the universal offer training.
- Work has now been completed on the behaviour curriculum with the development of policies and procedures as well as continued staff training in terms of meetings and on the ground modelling/support by SLT.
- Resilience and well-being group continue to monitor the SDP resilience section and have had good outcomes this year in meeting the objectives
- The resilience and well-being group have met every half term without fail and have been able to maintain visits to both staff and children (pupil voice in the spring) and a high level of well-being continues to be reported amongst the Russell Community

- Successful Residential visit, not a single child did not attend due to their own or parent resilience issue
- Assemblies continue to be linked to practical strategies that children can use when they face a challenge, rather than having a 'melt down'. This is highly effective in all year groups, other than FS
- FS challenges have shown huge improvements over the year as increased resilience with sharing/school expectations/learning/using their voice etc. have been increased
- Multiple parent workshops have supported the parents further: NHS/MHST/Therapeutic Thinking
- The Mental Health Support Team has been an excellent partner this year. It has supported parents to be increasingly resilient in the face of behaviour challenges at home
- Attendance continues to be monitored effectively with whole school attendance maintained at over 96% all year, and well above national and CBC in all groups (SEND/PP etc.) although we have found it challenging to narrow PP/PA gaps due to low numbers of PP children
- Proportional representation – 22/24 disadvantaged children have taken part in in clubs/school council etc.

Further information (optional)

Additional activity

The PP strategy has been written with the '[Using Pupil Premium for School Leaders](#)' document, [The EEF Guide to Pupil Premium](#) and the Menu of approaches. These have been referenced in the document using the following codes:

3 tiers	Approaches that you could implement	
High-quality teaching	Developing high-quality teaching, assessment and a broad and balanced, knowledge-based curriculum which responds to the needs of pupils	HQT 1
	Professional development to support the implementation of evidence-based approaches, for example, training provided by a DfE validated systematic synthetic phonics programme , mastery based approaches to teaching or feedback	HQT 2
	Mentoring and coaching for teachers	HQT 3
	Supporting the recruitment and retention of teaching staff, for example, providing cover time to undertake professional development such as National Professional Qualifications (NPQs)	HQT 4
	Technology and other resources that support high quality teaching, for example software to support diagnostic assessment	HQT 5
Targeted academic support	One to one, small group or peer academic tuition, including through the National Tutoring Programme (NTP)*	TAS 1
	Targeted interventions to support language development, literacy and numeracy	TAS 2
	Targeted interventions and resources to meet the specific needs of disadvantaged pupils with SEND	TAS 3
	Teaching assistant deployment and interventions, for example by supporting high-quality provision within the classroom or delivering structured interventions	TAS 4
Wider strategies	Supporting pupils' social, emotional and behavioural needs	WS 1
	Supporting attendance, including approaches outlined in the working together to improve school attendance guidance	WS 2
	Extra-curricular activities, including sport, outdoor activities, arts and culture, for example music lessons and school trips	WS 3
	Extended school time, including for summer schools	WS 4
	Breakfast clubs and meal provision	WS 5
	Communicating with and supporting parents	WS 6