

# Ryton-on-Dunsmore, Provost Williams CE Academy - Pupil premium strategy statement

Before completing this template, read the Education Endowment Foundation's [guide to the pupil premium](#) and DfE's [pupil premium guidance for school leaders](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

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	93
Proportion (%) of pupil premium eligible pupils	35.5%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2025 – 2026 2026 – 2027 2027 – 2028
Date this statement was published	30 <sup>th</sup> December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Sherrise Cullen (Headteacher)
Pupil premium lead	Sherrise Cullen Davina Lambeth (SENDCo)
Governor / Trustee lead	Rachel Hands

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£61,105
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
<b>Total budget for this academic year</b> <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>	£61,105

## Part A: Pupil premium strategy plan

### Statement of intent

Ryton-on-Dunsmore, Provost Williams CE Academy is a small village school with mixed year classes. We are part of the Coventry Diocese Multi Academy Trust. We aim high and do not let circumstances limit us. Our vision is for every child and adult in our community to flourish and shine as the fullest version of their unique selves. Rooted in the belief that all human beings are created in God's image - loved, valued, and celebrated - we commit to ensuring that every pupil can thrive academically, socially, and emotionally.

The focus of our Pupil Premium strategy is to ensure disadvantaged pupils achieve their full potential, including those who are already high attainers. We will provide targeted support and enrichment to sustain and accelerate their progress, ensuring they continue to be challenged and achieve outcomes in line with, or exceeding, their non-disadvantaged peers.

Pupil Premium funding will be used to remove barriers to learning irrespective of their background or challenges they face and provide tailored support that meets the diverse needs of our children. We recognise that there is no single profile of disadvantage, and therefore funding is allocated in a variety of ways, informed by research and our deep knowledge of our pupils.

High-quality teaching is at the heart of our approach. We prioritise areas in which disadvantaged pupils require the most support, recognising that this has the greatest impact on closing the attainment gap. At the same time, this approach ensures that non-disadvantaged pupils also benefit, sustaining and improving their attainment alongside the progress of their disadvantaged peers.

Our strategy prioritises:

- Quality First Teaching in every classroom, with targeted support where it is most needed.
- Social and emotional development as a foundation for academic success.
- An ambitious, knowledge-rich curriculum enriched by wider opportunities and experiences that foster curiosity and confidence.
- Support for vulnerable pupils, including those with a social worker or who are young carers, ensuring equity of access.

Our approach is responsive to both common challenges and individual needs. These strategies we have adopted are designed to complement one another and enable pupils to excel. To ensure their effectiveness, we will make certain that disadvantaged pupils are consistently challenged in the work they are set, intervene early at the point need is identified, and adopt a whole-school approach in which all staff take collective responsibility for disadvantaged pupils' outcomes, raising expectations of what they can achieve.

## Challenges

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

Challenge number	Detail of challenge
1	<p><b>Attendance</b> – our termly analysis of attendance information indicates that children who are disadvantaged pupils are more likely to be persistently absent compared to their peers during that period. Increasing attendance, including punctuality, will impact positively on overall attainment.</p> <p>Overall attendance for last year academic year for those who are disadvantaged was 90.1% compared to those who are not disadvantaged was 93.5%</p>
2	<p><b>SEMH</b> - Our observations of children indicate that many of our disadvantaged pupils find it more difficult to self-regulate and apply social and emotional aspects of learning. This impacts negatively on their academic attainment.</p> <p>Teacher referrals for support remain relatively high. 17 pupils currently (9 of whom are disadvantaged) currently require additional support with social and emotional needs, with 9 (8 of whom are disadvantaged) receiving small group interventions.</p>
3	<p><b>Language</b> – assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. This is particularly evident when children are in our Nursery and Reception classes. This impacts negatively on outcomes in writing within reception and as the children progress through the school.</p> <p>Internal assessment information shows that at the end of last academic year, 38% of children (Y2- 6) across the school who are disadvantaged were at the expected standard for reading compared to 75% of their peers (Y2- 6).</p>
4	<p><b>Phonics and Reading</b> - assessment, observations and discussions with pupils indicate that many of our disadvantaged pupils have greater difficulties in embedding phonics skills than their peers. This impacts negatively on their development as readers within KS1 and beyond.</p> <p>Internal assessment information shows that at the end of last academic year, 31% of children (Y2- 6) across the school who are disadvantaged were at the expected standard for writing compared to 64% of their peers (Y2- 6).</p>
5	<p><b>Maths attainment</b> - internal assessments information shows that maths attainment particularly with regards to levels of maths fluency is lower for those who are disadvantages than that of their peers.</p> <p>Internal assessment information for the end of last academic year showed that 34% of children (Y2- 6) who are disadvantaged were at the expected standard for their year group compared to 74% of their non-disadvantaged peers (Y2- 6).</p>

## 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><b><u>Attendance</u></b> To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance by 2026/27 demonstrated by:</p> <ul style="list-style-type: none"> <li>Disadvantaged attendance will improve by a further 1.5% across the year (academic year 24/25 was 90.8%)</li> <li>the percentage of all pupils who are persistently absent being below 15% and the figure among disadvantaged pupils being no more than 10% lower than their peers.</li> </ul>
<p><b><u>SEMH</u></b> To achieve and sustain improved levels of self-regulation as well as social and emotional aspects of learning.</p>	<p>Sustained high levels of self-regulation as well as social and emotional aspects of learning will be demonstrated by:</p> <ul style="list-style-type: none"> <li>Feedback from pupil, parent and staff questionnaires.</li> <li>Teacher observations.</li> <li>A significant reduction in high level behaviour incidents recorded.</li> <li>a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.</li> </ul>
<p><b><u>Language</u></b> Improved oral language skills and vocabulary among disadvantaged pupils which then leads to improved writing attainment.</p>	<p>Observations of and discussions with children who are disadvantaged evidence widened vocabulary that is applied within conversations and written work. This is reflected in improved writing attainment. Writing outcomes will show that:</p> <ul style="list-style-type: none"> <li>EYFS: more children make good or better progress who are disadvantaged towards the expected standard in the prime areas.</li> <li>KS1: more than 60% of children who are disadvantaged meet the expected standard at the end of Y2.</li> <li>KS2: more than 60% of children who are disadvantaged meet the expected standard at the end of Y6.</li> </ul>
<p><b><u>Phonics and Reading</u></b> Improved reading attainment amongst pupils who are disadvantaged.</p>	<p>Reading outcomes will show that:</p> <ul style="list-style-type: none"> <li>EYFS: children who are disadvantaged are ready for Year 1 phonics</li> <li>Phonics: more than 65% of children who are disadvantaged pass the screen in Y1.</li> <li>KS1: more than 60% of children who are disadvantaged meet the expected standard at the end of Y2</li> <li>KS2: more than 60% of children who are disadvantaged meet the expected standard in Year 6</li> </ul>
<p><b><u>Maths Attainment</u></b> Improved maths attainment amongst pupils who are disadvantaged.</p>	<p>Maths outcomes will show that:</p> <ul style="list-style-type: none"> <li>EYFS: more than 65% of children who are disadvantaged meet the expected standard in the prime areas.</li> <li>KS1: more than 60% of children who are disadvantaged meet the expected standard at the end of Y2.</li> <li>KS2: more than 60% of children who are disadvantaged meet the expected standard at the end of Y6.</li> </ul>

## Activity in this academic year

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

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

Budgeted cost: £28,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training): increased HLTA time to release Maths Lead and purchase of scheme/resources</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:  <a href="https://assets.publishing.service.gov.uk/media/6140b7008fa8f503ba3dc8d1/Maths_guidance_KS_1_and_2.pdf">https://assets.publishing.service.gov.uk/media/6140b7008fa8f503ba3dc8d1/Maths_guidance_KS_1_and_2.pdf</a></p> <p>The EEF guidance is based on a range of the best available evidence:  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</a></p>	5
<p>Embed further the Mastering Number programme (NCETM in conjunction with the Maths Hubs) to improve fluency of basic number skills – relevant for Reception, Year 1 and Year 2</p>	<p>Mastering Number is a programme offered by the National Centre for Excellence in the Teaching of Mathematics (NCETM) and the Maths Hubs Network. It aims to develop solid number sense, including fluency and flexibility with number facts, which will have a lasting impact on future learning for all children. It also involves high quality professional development for teachers.  <a href="https://www.ncetm.org.uk/maths-hubs-projects/mastering-number-at-reception-and-ks1">https://www.ncetm.org.uk/maths-hubs-projects/mastering-number-at-reception-and-ks1</a>  <a href="https://www.ncetm.org.uk/maths-hubs-projects/mastering-number-at-ks2/">https://www.ncetm.org.uk/maths-hubs-projects/mastering-number-at-ks2/</a></p>	5
<p>Develop consistency across the school regarding to a focus on consistent sentence stems and structure and daily fluency teaching.</p>	<p>The EEF guidance is based on a range of the best available evidence and includes references to the importance of pupils being able to:</p> <ul style="list-style-type: none"> <li>• develop a rich network of mathematical knowledge</li> <li>• emphasise the many connections between mathematical facts, procedures, and concepts</li> <li>• ensure that pupils develop fluent recall of facts.</li> </ul> <p><a href="https://assets.publishing.service.gov.uk/media/6140b7008fa8f503ba3dc8d1/Maths_guidance_KS_1_and_2.pdf">https://assets.publishing.service.gov.uk/media/6140b7008fa8f503ba3dc8d1/Maths_guidance_KS_1_and_2.pdf</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</a></p>	5
<p>Use Wellcomm screening for all children in EYFS</p>	<p>The Education Endowment Foundation's (EEF) trials of oral language interventions in schools have demonstrated that pupils make approximately five months additional progress over a year, rising to six months for students from disadvantaged backgrounds.</p>	3

	Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF <a href="https://www.education-uk.org/documents/pdfs/2021appg-oracy.pdf">https://www.education-uk.org/documents/pdfs/2021appg-oracy.pdf</a>	
CPD - adaptive teaching to support pupils to access their learning alongside their peers.	NASEN remind us that there will still be pupils with SEND who need and benefit from different resources, teaching materials and strategies to access their learning. <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</a>	2
Educational psychology SLA to support teachers with teaching disadvantaged children with additional needs: increased HLTA time to release teachers and SLT time to monitor the impact of advice	Due to the increase in pupils requiring additional support with more complex needs, we will purchase additional EP hours to support early intervention in, order to further support and reduce the barriers for these pupils.	2

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

Budgeted cost: £22,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Development of nurture provision for a small number of pupils	<a href="https://www.nurtureuk.org/wp-content/uploads/2021/11/The-EEF-Toolkit-and-Nurture-Groups.pdf">https://www.nurtureuk.org/wp-content/uploads/2021/11/The-EEF-Toolkit-and-Nurture-Groups.pdf</a> The Education Endowment Foundation's Toolkit, a summary of educational research which provides guidance for teachers and schools on how to use their resources to improve the attainment of disadvantaged pupils, has an extensive evidence base to prove the efficacy of 14 out of 34 components. Nurture groups use 10 out of these 14 effective evidence-base components as part of their provision	2
Improve the quality of social and emotional (SEL) learning.  SEL approaches will be embedded into routine educational practices and supported by professional development and a member of staff will be trained as an ELSA.  Additional release time to deliver target sensory circuits to	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): <a href="#">Improving Social and Emotional Learning in Primary Schools   EEF</a>  Theoretical landscape of relational connection and the comfort and emotional safety in feeling you 'belong' as part of a social group. Nurturing relationships create a safe and trusting connection and support children to feel happier, heard and connected.  By delivering sensory circuits to focused children with SEMH needs, we will enable them to have greater focus and success in their learning which can lead to improved attainment.	1, 2  2  2

enable greater focus in class.		
Learning mentor time to carry out: Pupil checks in's Working one to one with children Small group work Pre teach activities	Pre-teach <a href="https://educationendowmentfoundation.org.uk/news/five-evidence-based-strategies-pupils-with-special-educational-needs-send">https://educationendowmentfoundation.org.uk/news/five-evidence-based-strategies-pupils-with-special-educational-needs-send</a> Small group work <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>  One to one intervention <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a>	3, 4, 5
Deliver targeted interventions for those pupils at risk of falling behind in phonics. Release time for phonics lead to continuously update and train those learning phonic sessions	Acting 'swiftly' to enable those pupils to catch up quickly. Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly 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. <a href="https://educationendowmentfoundation.org.uk/news/phonics-mastering-the-basics-of-reading">https://educationendowmentfoundation.org.uk/news/phonics-mastering-the-basics-of-reading</a>	3, 4
Deliver targeted support and interventions of those pupils at risk of falling behind in reading.	<a href="https://educationendowmentfoundation.org.uk/news/phonics-mastering-the-basics-of-reading">https://educationendowmentfoundation.org.uk/news/phonics-mastering-the-basics-of-reading</a> Acting 'swiftly' to enable those children to catch up quickly.	4

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

Budgeted cost: £11,105

Activity	Evidence that supports this approach	Challenge number(s) addressed
Plan a structured programme of trips/visits and visitors to enhance the curriculum through varied Plan a structured A enrichment activities for our PP children.	There are wider benefits from regular physical activity in terms of physical development, health and wellbeing as well as other potential benefits have been reported such as improved attendance. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a>	1,2
Embedding principles of good practice as set out in the DFE's advice: 'Working Together	The DFE has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	1

<p>to Improve School Attendance'</p> <p>This will involve training and release time for staff to develop and implement new procedures.</p> <p>Member of staff to be attend training in EBSA to work with children and families to understand their barriers to attendance.</p>	<p><a href="https://www.gov.uk/government/publications/working-together-to-improve-school-attendance">https://www.gov.uk/government/publications/working-together-to-improve-school-attendance</a></p> <p>NFER research found that schools which are more successful in promoting high attainment have several things in common. It identified seven building blocks to success, number 3 of which is addressing attendance.</p> <p>Evidence in school, show that we have an increased number of pupils who have difficulties attending lessons. EBSA training to be used to explore the barriers to their attendance, including difficulties, from curriculum demands and hidden learning needs, to friendship issues, health needs and sensory challenges.</p>	<p>1, 2</p>
<p>Further improve behaviour for learning to ensure pupils are motivated, independent and resilient during learning.</p>	<p>Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a></p>	<p>2</p>

**Total budgeted cost: £61,105**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

To assess the impact of last year's Pupil Premium expenditure, the school has undertaken a comprehensive programme of self-evaluation. This has included formal assessments, pupil voice activities, book scrutiny, lesson observations, and detailed analysis of attendance data. Together, these sources of evidence have been used to evaluate the effectiveness of the provision and identify next steps.

Outcomes for PP pupils 2024-2025:

#### Attendance

- Policy and internal monitoring showed that this policy was implemented rigorously.
- In 2024/25 there were 13 pupils who were PA compared to 14 in 23/24 which shows a decrease in a
- PP attendance for this academic year was 90.1% (93.5 (all pupils)). Compared with the previous year (23/24) attendance for PP children was 91%. Three pupils joined our school later in the term.

#### SEMH

Internal monitoring indicates a clear reduction in behaviour incidents involving Pupil Premium pupils with SEMH needs.

- A greater number of pupils are now able to access learning successfully within their classrooms alongside their peers. The use of safe spaces has supported pupils to regulate their emotions effectively, enabling them to return to learning in a calm and ready state.
- Behaviour incidents across the school have decreased compared to 2023/24, with nine fewer recorded incidents over the year. This improvement is attributed to the targeted mentoring programme for identified pupils, enhanced in-class support enabling pupils to engage with learning, the use of behaviour toolkits, and the continued development of nurture provision.
- Suspensions for Pupil Premium pupils have reduced year on year, reflecting the positive impact of early intervention, consistent support, and strengthened relational approaches.

#### Phonics and Reading

- The proportion of Pupil Premium pupils achieving the Year 1 Phonics Screening Check has been sustained and improved, rising from 63% in 2023/24 to 80% in 2024/25 (82% all pupils).
- The school's continued investment in Read Write Inc. training for all staff has strengthened consistency and quality of delivery. Ongoing coaching from the Phonics Lead has further supported staff practice, contributing significantly to improved outcomes.
- Reading for Pleasure continues to be embedded as part of pupils' daily reading experience. Alongside reading books matched to their phonics stage, pupils benefit from a daily class read and regular opportunities to be read to, helping to build vocabulary, fluency, and a positive reading culture

#### Enrichment

All Pupil Premium pupils have accessed experiences beyond the classroom this year. These have included curriculum-linked educational visits, enrichment trips, and a range of visitors delivering workshops and wider opportunities in school. These experiences have broadened pupils' cultural capital,

strengthened engagement in learning, and ensured equitable access to opportunities that enhance the curriculum.

### **Speech and Language**

All children were baselined using the Wellcomm toolkit, and targeted interventions were implemented promptly in response to identified needs. As a result, 100% of pupils met their individual communication and language targets, demonstrating strong progress and the effectiveness of early, structured support

## **Externally provided programmes**

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

<b>Programme</b>	<b>Provider</b>
Mentoring	KICK
Mastery Maths	Maths Hub