

Pupil premium strategy statement – Ryders Hayes School 2025

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	463
Proportion (%) of pupil premium eligible pupil	19%
Academic year/years that our current pupil premium strategy plan covers	2024-2025 2025-2026 2026-2027
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Louise Deeley, Head of School
Pupil Premium Lead	Sarah Willis, Inclusion Leader
Governor Lead (LGB)	Maria Smith

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£118,710
Recovery premium funding allocation this academic year	£0
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 <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>	£118,710

Part A: Pupil premium strategy plan

Statement of intent

Intent

Ryders Hayes School is an established and successful primary school. The principles of the UN Convention on the Rights of the Child (CRC) underpin and enhance our school vision and values.

- Article 2 (non-discrimination) The Convention applies to every child without discrimination, whatever their ethnicity, gender, religion, language, abilities, or any other status, whatever they think or say, whatever their family background.
- Article 3 (best interests of the child) The best interests of the child must be a top priority in all decisions and actions that affect children.
- Article 29 (goals of education) Education must develop every child's personality, talents, and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

At Ryders Hayes we are aiming for specific outcomes for Pupil Premium Funding:

- Improving attendance to ensure PP is in line with non-PP.
- Improving language and communication skills from Early Years to Year 6.
- High-quality individual support through the schools' local offer and professional external support to ensure disadvantaged children who also have additional needs (SEND) have the right provision.
- Closing the attainment gap in reading, writing and mathematics between PP pupils and others in the school. Research strategies include Metacognition Pedagogy strategies throughout school.
- Closing the attainment gap in reading, writing and mathematics between the school's PP pupils and all pupils nationally.
- Increasing the engagement of parents with their children's education and with the school.
- Supporting parents to access services to enable them to better meet their child's needs.
- To ensure pupil's mental health and wellbeing are met.
- Increase opportunities to understand and develop the essential skills for the world of work and wider the children's horizons

We have invested in a range of actions and interventions to ensure our PP provision is carefully planned to elicit improved outcomes for disadvantaged children and to narrow any attainment gaps between contrasting groups. Activities and support are designed after reflection on our own practice and in response to various research projects, an example being the Education Endowment Foundation. This has determined which types of intervention have been proven to have the most impact on children's progress and attainment. (Source: Education Endowment Foundation – Evidence summaries)

Our various provisions for PP children fall into one or more of the following categories:

- High-quality teaching - continued drive to develop by providing professional development opportunities - Teach like a champion, NPQ, Philosophy for Children, Access to the SEND Quality first teaching document created by Walsall Council in conjunction with North Star Advisory Team, Mathematics Mastery and English Mastery.
- Reading Comprehension Strategies, Readerful programme to encourage reading for pleasure and investment in children books to encourage reading for pleasure.
- Collaborative Learning: Impact = +5 months e.g. Peer tutoring.
- EYFS Oral Language Interventions:
 - EYFS: Termly screening tool WellComm and QFT tool,
 - EYFS Oracy Programme with Billesley Research School
 - Nuffield Early Language Intervention Programme (+3 months) improves the language skills of Reception children aged four to five through scripted individual and small group language teaching sessions
 - Talk Boost for 3-4 year old Nursery children can significantly improve children's talking and understanding of words. Two thirds of children make good progress after just eight to ten weeks of the programme.

- Skills Builder - develop children's essential skills - listening, speaking, problem solving, creativity, staying positive, aiming high, leadership and teamwork to prepare for future opportunities.
- Phonics: Impact = +5 months e.g. RWINc Phonics programme introduced across school and Phonics Booster sessions as required (1:1/Small Group Tutoring)
- Small Group Tuition: Impact = +4 months e.g. Additional support in lessons for identified individuals, 11+ tutoring
- Digital Technology - accessible to all pupils with Chromebooks trolley in each classroom to provide digital exercise books and use of online programmes such as TT Rockstars, Wordshark and Numbots.
- Sports Participation (A comprehensive sports programme in school throughout the day ensuring all access to quality coaching, including opportunities to access free HAF funded sports during the holidays based at Ryders Hayes School) Premier Education after school sports clubs.
- Outdoor Adventure Learning: e.g. Forest school, Allotment Group, outdoor classroom.
- Arts Participation: e.g. Arts Award, Hippodrome Education Network Programme events, Peripatetic instrument sessions.

Challenges

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

Challenge number	Detail of challenge
1	Narrowing the attainment gap across Reading, Writing (including achieving greater depth) and Maths
2	Emotional health and wellbeing (enhanced challenge since the COVID-19 pandemic)
3	Greater number of children with SEND and speech and language gaps joining EYFS
4	Attendance levels
5	Access to and participation in extracurricular activities

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
1. Close gap between pupil premium and national outcomes. Pupils' progress and attainment to be at least in line with the national.	Difference between PP and non PP pupils minimised. School outcomes at KS2 at least in line with national and increased for EYFS and KS1. Expectations of achievement made clear to pupils and parents through tracking.
2. To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing demonstrated by: • Qualitative data from pupil voice, pupil and parent surveys and teacher observations.

	<ul style="list-style-type: none"> • A significant increase in participation in enrichment activities, particularly among disadvantaged pupils
<p>3. Early identification of additional language & communication needs to action best provision.</p> <p>Improvement in pupil's ability to listen to and understand instructions.</p> <p>Wellcom Screening to implement oral language interventions.</p> <p>Speech & Language based interventions 1:1/small group</p>	<p>Improved oral language and communication skills for all PP pupils.</p> <p>EYFS curriculum targets communication and language</p> <p>All staff aware of children's needs and interventions planned.</p> <p>Parents are engaged to support their children and increase confidence in basic skills.</p>
<p>4. To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance demonstrated by:</p> <ul style="list-style-type: none"> • The overall absence rate for all pupils being no more than 4% and there will be a reduced gap in attendance for our disadvantaged pupils. • The percentage of all pupils who are persistently absent being below 5% and the figure among disadvantaged pupils being no lower than their peers. <p>Difference between PP and non PP pupils minimised with additional support provided by school.</p> <p>Breakfast Club provision accessed as an intervention where required..</p>
<p>5. Access to and participation in extracurricular activities</p>	<ul style="list-style-type: none"> - After-school clubs attended - football, musical theatre and art club. - 11+ tutoring accessed where appropriate. - Musical Peri-instrument lessons attended, instruments provided. - Additional clubs are organised to meet demand. - Breakfast and/After School Club provision accessed - Opportunity to join new pursues such as choir, art club, theatre group

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: £78,375

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teachers to access CPD - NPQ's, Teach like a champion, Mathematics mastery, English Mastery, RWInc phonics, Makaton training, Beacon School Support.</p>	<p>EEF guide to pupil premium – tiered approach – high-quality teaching is the top priority, including CPD.</p> <p>High Quality Teaching Education Endowment Foundation EEF</p>	1
<p>Quality first teaching for all pupils</p>	<p>EEF tiered approach stated that quality first teaching is a top priority and will have the biggest impact.</p> <p>High Quality Teaching Education Endowment Foundation EEF</p>	1
<p>Oracy further developed and embedded across the school. Designated oracy leader (including training), speech and language specialist accessed as required.</p> <p>Mighty Oak, Skills Builder and used to develop oracy skills and close gaps.</p>	<p>There is strong evidence that the rate at which children develop language is sensitive to the amount of input they receive from the adults and peers around them. The number and quality of conversations children have with adults and peers throughout the day in a language rich environment is crucial.</p> <p>NELLI</p> <p>Wellcomm</p> <p>Collaborative learning</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/collaborative-learning/</p> <p>Teaching by Listening: The Importance of Adult-Child Conversations to Language Development</p> <p>Frederick J. Zimmerman, Jill Gilkerson, Jeffrey A. Richards, Dimitri A. Christakis, Dongxin Xu, Sharmistha Gray and Umit Yapanel</p> <p>Early Excellence – ‘Navigating a sea of Talk’</p> <p>https://earlyexcellence.com/latest-news/press-articles/navigating-the-sea-of-talk/</p> <p>Professor Julie Fisher – ‘interacting or interfering’</p> <p>https://www.mheducation.co.uk/interacting-or-interfering-improving-interactions-in-the-early-years-9780335262564-emea-group</p> <p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high quality classroom discussion, are inexpensive to implement with high impacts on reading:Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p> <p>Accountable talk (Resnick)</p>	3

	https://www.researchgate.net/publication/324830361_Accountable_Talk_Instructional_dialogue_that_builds_the_mind	
Wellbeing and mental health - Stormbreak programme with pathways followed for individual children, Reflexions accessed as required Small group/individual interventions planned as required - delivered by pastoral lead and teaching assistants	<p>Behaviour interventions EEF (education endowment foundation.org.uk)</p> <p>There is evidence to suggest that targeted school-based interventions</p> <p>Reflexions Stormbreak have led to improvements in wellbeing and mental health improved pupil attainment (Banerjee et al., 2014)</p> <p>Research indicates that school-based counselling is perceived by children and pastoral care staff as a highly accessible, non-stigmatising and effective form of early intervention for reducing psychological distress (Cooper, 2009)</p>	2

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

Budgeted cost: £20,475

Activity	Evidence that supports this approach	Challenge number(s) addressed
Music provision	<p>All PP children have the opportunity to learn to play a musical instrument and have weekly music lessons in school</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	2
11+ Tuition	<p>Children who would like to apply to attend grammar schools and complete the test are given the opportunity to attend.</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	1 and 5
Inclusion support - Educational Psychologist or Inclusion specialists, SALT Sessions -used to identify needs of individuals and provide intervention support Nurture provision support accessed as required	<p>Specific interventions identified and delivered in small groups or 1:1</p> <p>Educational Psychology Service SALT NIAT - North Start Inclusion Team</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	3

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

Budgeted cost: £19,860

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Wellbeing/Pastoral Leader to work with vulnerable families and improve parental engagement</p> <p>Attendance Officer appointed to work ½ day a week to analyse attendance and contact low attenders.</p> <p>Wellbeing/Pastoral Leader to contact and support persistent absentee families to raise attendance / punctuality.</p> <p>Attendance rewards presented.</p>	<p>We define parental engagement as the involvement of parents in supporting their children’s academic learning. It includes:</p> <ul style="list-style-type: none"> • approaches and programmes which aim to develop parental skills such as literacy or IT skills; • general approaches which encourage parents to support their children with, for example reading or homework; • the involvement of parents in their children’s learning activities; and more intensive programmes for families in crisis. <p>Dedicated person in the role;</p> <ul style="list-style-type: none"> - who builds a relationship where parents trust them and feels they will listen to them and provides families with the support they require, - leads to improved relationships with school and home lives for the whole family - Signposting of resources and agencies as required <p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>https://assets.publishing.service.gov.uk/media/5a756561ed915d6faf2b2a6f/DFE-RR156_-_Practitioner_Summary.pdf</p>	<p>2, 4</p>
<p>Wellbeing/Pastoral Leader to support children who are having difficulty accessing learning through behavioural issues, using the Thrive approach to support their management of their own behaviour.</p> <p>Stormbreak programme used regularly with all children.</p>	<p>Social and Emotional Learning –</p> <ul style="list-style-type: none"> - interventions which target social and emotional learning seek to improve pupil’s interaction with others and self management of emotions, - rather than focusing directly on the academic or cognitive elements of learning. SEL interventions focus on the ways in which students work with (and alongside) their peers, teachers, family and community. - These include : specialised programmes which are targeted at students with particular social or emotional needs with measurable outcomes 	<p>1, 2, 3, 4</p>

	<p>- 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):</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-to-olkit/social-and-emotional-learning</p>	
Clubs	<p>All PP children are entitled to 1 funded club a year or music tuition.</p> <p>Life skills and enrichment EEF (educationendowmentfoundation.org.uk)</p>	2
Trips/Residential	<p>All PP children are entitled to 1 funded school trip a year</p> <p>Life skills and enrichment EEF (educationendowmentfoundation.org.uk)</p>	2
HAF	<p>All PP children are entitled to attend the HAF programme each term</p> <p>Life skills and enrichment EEF (educationendowmentfoundation.org.uk)</p>	2
<ul style="list-style-type: none"> - Monthly tracking and EWO visits where required. - Tracking of families - Termly attendance rewards - Weekly attendance information shared via the newsletters and with all staff - Communication with parents regarding holidays and lessons/minutes lost). -Work provided where planned holidays are taking place. - Families assisted where required through Pastoral Support in school 	<p>-To target traditionally poor attendees to establish positive routines for autumn term</p> <p>-To educate parents and pupils about the importance of being in school every day for pupils' well-being; learning and rapid progress to close gaps.</p> <p>Attendance EEF research and support</p>	2,4

Total budgeted cost: £118,710

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

1. Close gap between pupil premium and national outcomes. Pupils' progress and attainment to be at least in line with the national.

We have analysed the performance of our school's disadvantaged pupils during the 2024/25 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

End of Year Assessment - Results 2024/25

EYFS Reception GLD	2025 v National (24)
2025	80% (80% PP) v 65%

Phonics	2025 v National (24)
KS1 Year 1 Phonics	86% (66% PP) v 75%
Year 2 retake (11 children)	50% (50% PP) v 87%

KS1 Summer TA (Yr2)	RH EXS (25) v Nat (21)	RH GDS (25) v Nat (19)
Reading	79% (80% PP) v 67%	20% (18% PP) v 25%
Writing	82% (80% PP) v 58%	0% (0% PP) v 15%
Maths	79% (79% PP) v 68%	10% (0% PP) v 22%

Year 4 MTC	2025
25 marks (full marks)	47% (26% PP)
23+ marks	73% (26% PP)
20+ marks	82% (15% PP)

KS2	RH EXS (25) v Nat (24)	RH GDS (25) v Nat (24)
Reading	80% (79% PP) v 75%	27% (0% PP) v 28%
Writing	73% (60% PP) v 72%	2% (0% PP) v 12%
Maths	78% (66% PP) v 74%	27% (0% PP) v 12%
EGPS	84% (79% PP) v 72%	27% (0% PP) v 32%

RWM	63% (46% PP) v 62%	2% (0% PP)
-----	--------------------	------------

In the 2024/25 cohort for the KS2 results ;

Year 6 there was a high percentage of children were PP at 29%

39% of the cohort were listed as SEN (with 10% of the cohort having a EHCP)

12% of children were both SEND and PP

The 24/25 data demonstrated that -

- A high percentage of children in school achieve GLD at the end of Reception overall - this is the same percentage for PP children at 80% GLD.
- A lower percentage of Y1 disadvantaged pupils passed their phonics screener compared to non-disadvantaged pupils.
- At end of KS1 data PP children extend their peers in reading, and attain inline with peers for Maths and writing.
- A lower percentage of disadvantaged pupils achieved the expected level for MTC in Year 4.
- Results for end of KS2 were broadly inline for Reading and writing assessments with PP children not attaining as high as their peers for maths.

2. To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.

- Comprehensive PSHE/RSE bespoke programme implemented by staff, including Mental Health first aiders.
- Increased pupil self-esteem through the use of Stormbreak.
- Coaching and self esteem programmes available via Pastoral lead.
- Use of 'My Hidden Chimp' book to support children with identifying and understanding their emotions.
- Attendance at Bereavement Support Station and engagement with other support services (feedback from trained staff).
- Response to small group and individual emotional support – Pastoral Lead.
- Staff confident to deal with low level mental health issues and prevent escalation with referrals into Reflexions made where necessary.

3. Greater number of children with communication and language gaps joining EYFS

- Wellcomm delivered by trained staff
- Oracy trained staff (led by Oracy Leader) - Mighty Oak programme
- RWI phonics training received by all members of staff. Children from Nursery to Year 6 receive daily phonics lessons or interventions as required.
- Stronger Practice Hub developed with other EYFS settings to improve outcomes in the areas of development that research has informed us has been most impacted by Covid-19: personal, social and emotional development (PSED); communication and language and early literacy and maths.

4. To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.

- Tracked traditionally poor attendees to establish positive routines.
- Offered support to educate parents and pupils about the importance of being in school every day for pupils' well-being; learning and rapid progress to close gaps.
- Education Welfare Officer to visit families as necessary.
- Awards given to encourage 100% attendance.

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
Mathematics Mastery	Ark Curriculum Plus

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>
Funding received was collated together with the total PP funding allocation
The impact of that spending on service pupil premium eligible pupils
Service children receive the full offer inline with all PP children in school