



# Pupil Premium Strategy Statement

This statement details the school’s use of pupil premium (and recovery premium) funding to help improve the attainment of disadvantaged pupils.

It outlines the 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	235
Proportion (%) of pupil premium eligible pupils	40%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	24-25 <b>25-26</b> 26-27
Date this statement was published	December 24
Date on which it will be reviewed	December 25
Statement authorised by	Sue-Ellen Lamb
Pupil premium Lead	Hayley Foster
Governor / Trustee Lead	Tracey Headley

## Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£117,000
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£117,000



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## Part A: Pupil Premium Strategy Plan

### Statement of intent

Race Leys is a two-form junior school with an established staff team that are committed to bringing about the vision of the Griffin Schools Trust to life, through the three pillars of proud traditions, wide horizons and high achievement. We believe that collectively, through quality first teaching, learning and assessment, that high achievement is secured for all children, regardless of their starting points of disadvantage. We do this by knowing each child as an individual and tailoring their support to meet their needs.

### Objectives are:

- To remove barriers to learning created by any disadvantage.
- To eradicate the attainment gap between disadvantaged and non-disadvantaged pupils in all subject areas (especially in reducing the gap in attainment at greater depth).
- To foster meaningful partnerships between home and school, by supporting all families to participate in school life, and providing them with strategies to support the academic and social and emotional needs of children.
- To facilitate excellent learning opportunities, through an expertly taught curriculum which includes meaningful feedback, targeted questioning and accurate assessments.
- Create learning in environments which are both nurturing and aspirational.

### Success Criteria:

- Ensuring that high quality teaching and learning opportunities meet the needs of all children with every child challenged through adaptive teaching approach.
- Delivering an expertly planned curriculum which ensures all children make rapid progress.
- Delivering an aspirational, broad and balanced curriculum which plans for meaningful experiences to develop skills such as application, analysis and evaluation.
- Holding regular drop –in sessions for families with outside agencies to offer their expertise. Early help utilised as a tool to support families in overcoming barriers.
- Preparing children for their futures outside of Rade Leys, improving children’s well-being through developing skills such as problem solving, risk taking and improved language and communication.
- To widen the horizons of every child, providing school clubs, trips and experiences to enhance cultural capital.
- The key principles of the plan are to provide a holistic and well-rounded approach towards education providing an exceptional foundation for life-long learning.

The Griffins Schools Trust culture of 100% is driven by the vision to ensure all children have the opportunity to grow in self-confidence, academic success and artistic endeavours. We do this by providing a rigorously planned and evaluated curriculum, opportunities for wide-ranging extracurricular participation and exceptional pastoral care.



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## Challenges

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

Challenge number	Detail of challenge
1	<i>Baseline assessment for year 3 cohort shows gaps in learning and emotional literacy. On entry to year 3, pupil premium children arrive with only 23% achieving the expected standard.</i>
2	<i>Mental health in children and young people is now in crisis point since the pandemic leading to pupil premium children being more likely to be school refusers and have PA concerns.</i>
3	<i>Social, emotional and wellbeing needs are often not being met at home and therefore children are not mentally prepared for the classroom. This can have a negative impact on their personal wellbeing and on their achievement.</i>
4	<i>Many disadvantaged pupils do not have the same rich and varied life experiences as non-disadvantaged pupils resulting in a limited knowledge and understanding of the world. Without school support, disadvantaged pupils have limited opportunities to develop cultural capital.</i>
5	<i>Children can lack resilience in lessons and have under-developed independent learning skills. They do not always have the confidence to be successful in their learning.</i>

## Intended outcomes

This explains the outcomes we are aiming for by the end of the current strategy plan, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
1. To achieve and sustain improved attendance for all children, particularly disadvantaged.	<p>Sustained high attendance by 26-27 demonstrated by ...</p> <ul style="list-style-type: none"> <li>● Overall unauthorised absence rate of all children being no more than 5%. The percentage of all children being persistently absent being below 12%.</li> <li>● Attendance of pupil premium children is above the national figure.</li> <li>● Case studies to target PA children and identify next steps.</li> <li>● Liaise with Warwickshire Attendance Service in line with the attendance policy.</li> <li>● PA to be a focus in weekly SLT meetings and Raise, Share and Review meetings.</li> <li>● SOL attendance tracker</li> </ul>
2. Improved SEMH of pupil premium children.	<ul style="list-style-type: none"> <li>● Senior mental health lead works in partnership with The Mental Health in Schools Team.</li> <li>● Aspirational pastoral team are proactive in targeting hard to reach families.</li> </ul>



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	<ul style="list-style-type: none"> <li>● Thrive is used to facilitate improvements in mental health.</li> <li>● Creative Therapist appointed to support both children and families.</li> <li>● Facilitating specialist involvement from external agencies.</li> <li>● In house nurture provision available to those children who are not yet ready to access a classroom environment.</li> </ul>
<p>3. All pupil premium children have a wide range of opportunities to develop their understanding of the world through a culturally diverse curriculum.</p>	<ul style="list-style-type: none"> <li>● Fully funded trips and experiences which further enrich the curriculum.</li> <li>● High-quality music lessons with free tuition delivered by specialist teachers.</li> <li>● The co-curricular offer at all GST schools is exemplary and has no cost attached for families.</li> <li>● Griffin University raises aspirations and prepares children for adulthood.</li> <li>● Strong links to external agencies – Royal Ballet Company, Disney, Houses of Parliament.</li> <li>● New RE syllabus implemented.</li> <li>● Culturally rich visits to places of worship.</li> <li>● Broad range of visitors into school.</li> <li>● Library hosts a range of books in various languages to celebrate the backgrounds of children.</li> <li>● Celebrations around the world are a fundamental part of the curriculum.</li> </ul>
<p>4. Learning gaps upon entry are proactively addressed and closed through quality first teaching, learning and assessment.</p>	<ul style="list-style-type: none"> <li>● Baseline assessments are fundamentally used to highlight any gaps in learning and plan next steps accordingly.</li> <li>● Careful transition process to cultivate success.</li> <li>● Exemplary SEND provision in place to meet all learners needs.</li> <li>● Staffing with expertise of ks1 curriculum to target children who are working below the expected standard upon entry.</li> <li>● Utilise external agencies to support transition such as STS, EP, and MHST.</li> </ul>
<p>5. Improved maths attainment for disadvantaged children at the end of ks2 at the expected standard and at greater depth.</p>	<ul style="list-style-type: none"> <li>● At ks2 greater depth maths outcome in 26-27 show that the gap between disadvantaged and non-disadvantaged pupils has narrowed.</li> </ul>



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## Activity in this academic year

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

### 1) Teaching and Learning

Budgeted cost: £62,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Warwickshire Music Service – Flute lessons</i>	Previous success where an arts enriched curriculum positively impacts the attainment and progress of pupil premium children.  Whole class teaching and private tuition groups will be available for all pupil premium children.	Number 3
Trips and experiences	Wide horizons opportunities further enhance the curriculum and links to topics thus providing awe and wonder. Aspirational trips are planned at no cost to pupil premium families.	Number 3
Culturally rich events	High-quality curriculum visitors which add to the wide horizons offer with a focus on EDI.	Number 3
Specific SEND resources and equipment to support all vulnerable learners.	Resources support children to access learning through removing identified barriers. Children’s engagement increases through being able to engage in all learning activities.	Number 2
Additional intervention groups to target specific groups of vulnerable children.	Improved outcomes from smaller teaching groups. Tracking data and previous externally validated data.	Numbers 4&5
Accelerated Reader and Vipers.	Children are engaged in reading a wide variety of texts developing their understanding and comprehension skills.	Number 4
RWI phonics provision, resources and training to secure strong phonics acquisition for all children.	Phonics approaches have a strong evidence base which indicates a positive impact on the accuracy of word reading, particularly for pupil premium children.	Number 4



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Bespoke CPD for all staff Trauma Thrive Challenging behaviours Multi-step level of challenge White Rose Attachment RWI Team Teach	Research based approaches to upskill staff members and provide the best care of pupil premium children.	Numbers 2,4 & 5
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## 2) Targeted academic support

Budgeted cost: £ 34,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>One to one or group tuition for children who need additional support.</i>	Additional tuition – GD, Saturday School, Easter School.  Out of hours opportunities to further address misconceptions – Reading and GD.  Tuition targets specific needs and knowledge gaps.  Adapted teaching materials and teaching styles to meet the needs of all children.	Numbers 2,4 & 5
<i>Acquisition of Provision Map to streamline all SEND information and improve early identification and action planning.</i>	Improved targets for all pupil premium SEND children through quality assured IEPs.  Communication lines enhanced through parental involvement.  Systematic approach for staff to be fully aware and adaptive to children’s SEND needs.	Numbers 2,4 & 5
<i>Speech and language support</i>	<i>Oral communication barriers are identified. Recommendations and strategies support teachers’ planning and delivery.</i>  Children’s achievement in all areas of curriculum improve.	Number 4



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

Budgeted cost: £19,900

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral support and provision	<p>Identification of SEMH needs- SDQ, Thrive assessments, Boxall profiles.</p> <p>Improved socialisation and communication skills.</p> <p>Children's emotional wellbeing is addressed; children feel safe and supported – enabling them to thrive in their education.</p>	Number 2
<p><i>Extra-curricular experiences</i></p> <ul style="list-style-type: none"> <li>● <i>Enrichments</i></li> <li>● <i>Trips</i></li> <li>● <i>External visitors</i></li> <li>● <i>Music/drama projects</i></li> <li>● <i>Elite sports</i></li> <li>● <i>Design and technology</i></li> <li>● <i>STEM – 3D printing</i></li> </ul>	<p>Pupil premium children attend a range of enriching experiences that have been carefully planned to increase their cultural capital and prepare them further for life beyond Primary School.</p> <p>Wider GST wide events, such as performances, arts festivals, science symposiums and sporting competitions allow for further opportunities of enrichment.</p> <p>All children proudly end their journey at Race Leys Junior school by attending a fully funded residential trip. Regardless of financial circumstances, pupil premium children are exposed to unforgettable experiences which will leave a lasting legacy.</p> <p>Honing into interests and talents to provide a bespoke agenda to extra-curricular offerings.</p>	Number 3
<i>GST Wide Horizons agenda</i>	All children experience activities and events by breaking down barriers. Partnerships and opportunities assure quality enrichments.	Number 3
<i>Monitor attendance closely and build meaningful parental partnerships.</i>	<p>All children must attend school to access a full curriculum and achieve their potential.</p> <p>Increased attendance, outcomes and progress. Children who attend daily, develop a sense of community and positive social experiences.</p>	Number 1
<i>Breakfast club provision</i>	Meeting basic needs enables children to access the curriculum and focus on their learning. This also improves attendance outcomes.	Numbers 1 & 2



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<i>Creative Therapist</i>	Improved levels of SEMH for the most vulnerable children. This also leads to higher attendance rates and improved academic outcomes.	Numbers 1,2 & 4
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Total budgeted cost: £117,000



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## Part B: Review of Outcomes in the Previous Academic Year

### Outcomes for disadvantage pupils

The impact of the pupil premium strategy highlights the effectiveness of the pupil premium offer. It is pivotal to provide a quality education which empowers disadvantaged children and creates opportunities to widen their horizons which matches the experiences of their non-disadvantaged peers.

Pupil premium children – when they leave year 6 – exceed national figures, proving the effectiveness of the strategy and the value of the spend. Disadvantaged children at Race Leys Junior School achieved exceptionally well due to the clear intent and implementation of the curriculum and provision. Disadvantaged children at school are well prepared for the next stage of the education due to the extended offer which is equal to non-disadvantaged children nationally.

- Pupil premium children’s achievement data exceeds national in both reading and writing.
- Progress in reading, writing and maths is strong and exceeds schools within the local authority and national figures.
- Compared to combined national figures (47%), pupil premium children in Race Leys achieve exceptionally well: Summer term 2 2025 outcomes:

Year 3	67%
Year 4	72%
Year 5	70%
Year 6	86%

- Race Leys pupil premium children exceed with non-disadvantaged pupils nationally (See table overleaf).
- Regarding children reaching the greater depth standard, disadvantaged children are in line with the national figures.

### Ofsted July 2024

Pupils at this school benefit greatly from the ‘Griffin Promise’. They learn the importance of the value of perseverance as they begin their journey to becoming lifelong learners. Pupils are proud to be members of their school and are motivated by an awe-inspiring environment which successfully ignites imagination and sparks interest in books and authors. This helps pupils to achieve well by the time they leave the school.

Opportunities to ‘widen pupils’ horizons’ come in many forms. Pupils enjoy a trip to London, where they visit theatres, museums and engage with pupils from a partner Griffin school. They listen with interest to eminent scientists who work in esteemed universities and learn about legendary leaders in assemblies linked to topics such a neurodiversity and equality.

Race Leys is a school where all staff are united behind the vision of raising the aspirations of the pupils it serves. Leaders have considered deeply how best to motivate, educate and support pupils and have designed a learning environment that enables them to achieve this ambition. Most pupils do well because the school dedicates time and resources to spotting gaps in learning and offering extra support when needed.



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## KS2 Outcomes 24/25

Pupils are **meeting** the expected standard if they achieve a scaled score of 100 or more in their reading and maths tests, and their teacher assesses them as 'working at the expected standard' or better in writing.

Pupils are considered to be **exceeding** the expected standard if they achieve a scaled score of 110 or more in their reading and maths tests, and their teacher assesses them as 'achieving a higher standard' in writing.

	Race Leys	Local Authority (non-dis. pupils)	England (non-dis. pupils)
Disadvantage pupils	23	5,034	444,604
Percentage of pupils meeting the expected standard in reading, writing and maths.	78%	68%	69%
Percentage of pupils achieving at a higher standard in reading, writing and maths.	9%	9%	11%
Average score in reading	109	107	107
Average score in maths	105	106	106

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider
Dojos	School Tools Limited
Provision Map	TES
Lifewise	Lifewise Technologies Limited (Ltd)
White Rose Maths	White Rose Education
Myon	Renaissance
Accelerated Reader	Renaissance
Times Table Rockstars	Maths Circle Limited
SOL Attendance	SOL Attendance Limited
Spag.com	Orchard Digital Limited
Now Press Play	National Literacy Trust

## Further Information

The Race Leys vision drives the strategy for pupil premium provision. Funding limitations are not a barrier for the school as the vision predicates itself on exceptional provision, and achievement for all children, in particular those who are disadvantaged. An exceptional curriculum holistically supports the whole child and their family.