RIDDLESDEN ST MARY'S CE PRIMARY SCHOOL

PUPIL PREMIUM REPORT

Reporting for 2025–2026
&
Planning for 2026–2027

Rooted in the Christian faith, we encourage, enrich and enable everyone to be the best they can be.

Detail	Data
Number of pupils on roll	417 (November 2026 census)
Proportion of pupils attracting pupil premium	31.5% (November 2026 census)
Academic years covered by current strategy plan	2026–2029 (proposed three-year strategy; annual statement updated each year)
Date this statement was published	November 2026 (update if publication date changes)
Date on which it will be reviewed	July 2027
Statement authorised by	Governing Body
Pupil premium lead	Linda Wright
Governor / Trustee lead	Graham Chambers

Pupil premium strategy statement – Riddlesden St Mary's CE Primary School

This statement details our school's use of pupil premium funding to improve outcomes for disadvantaged pupils. It sets out our strategy, the activity we intend to fund in 2026–2027 and the impact of our previous year's work.

School overview

Detail	Information
School	Riddlesden St Mary's CE Primary School
Academic year / years covered	2026–2027 annual statement within a proposed 2026–2029 strategy
Number of pupils on roll	417 (November 2026 census)
Pupils attracting pupil premium	31.5% (November 2026 census)
Pupil premium lead	Headteacher
Governor lead	Graham Chambers

Funding overview

The current public school-level DfE allocation information is not a complete statement of every pupil premium element. DfE explains that the published school-level spreadsheet shows the deprivation / FSM6 element only; some other elements are suppressed or allocated through separate routes. The figure below is therefore a provisional total reported by a secondary school-data source and must be checked against Bradford Council's allocation notification before publication.

Funding detail	Amount
Pupil premium funding allocation 2026–2027	£175,740.00
Recovery premium funding allocation	£0
Pupil premium funding carried forward	£0
Total budget available for this academic year	£175,740.00

DfE funding rates for 2026–2027 include £1,550 per eligible primary FSM / FSM Ever 6 pupil and £2,690 for eligible previously looked-after pupils. The new expanded free school meals entitlement does not itself attract pupil premium; pupil premium eligibility remains linked to the targeted FSM criteria. See the DfE conditions of grant and technical note.

Part A: Pupil premium strategy plan

Statement of intent

Rooted in the Christian faith, we encourage, enrich and enable everyone to be the best they can be.

Within our vision, and in line with the Church of England Vision for Education, we believe that all pupils, irrespective of their background or the challenges they face, should make good progress and achieve highly across the curriculum. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve this ambition, including those who are already high attainers.

Quality-first teaching is at the heart of our approach. We focus on the areas in which disadvantaged pupils require the greatest support, recognising that high-quality teaching has the greatest potential to improve outcomes and will benefit all pupils. We aim to sustain and improve the attainment of non-disadvantaged pupils alongside accelerating progress for their disadvantaged peers.

Our approach is responsive to common barriers and individual needs. It is rooted in assessment, planned strategically and reviewed regularly. Adaptive teaching is embedded across school, and all staff share responsibility for the outcomes, progress and wider development of disadvantaged pupils.

We will:

- Maintain high expectations and provide ambitious learning opportunities for disadvantaged pupils.
- Identify barriers and intervene early when a need is recognised.
- Use assessment information to plan, adapt and evaluate teaching, targeted support and intervention.
- Ensure disadvantaged pupils can access the full breadth of our curriculum, enrichment and personal development offer.
- Work in partnership with families and other professionals where this will improve attendance, engagement, wellbeing and achievement.

We also recognise that some pupils who are not eligible for pupil premium may experience significant vulnerability. Our pastoral and relational approaches are intended to respond to individual need, regardless of funding eligibility.

Challenges

No.	Key challenge identified
1. Attendance	Attendance for pupils eligible for pupil premium has historically been lower than for other pupils. We will continue to strengthen whole-school attendance systems, early intervention, family engagement and bespoke support.
2. Personal development and enrichment	Financial disadvantage can limit access to wider experiences and enrichment beyond school. We want every child to access a rich curriculum and opportunities that develop confidence, aspirations, cultural capital and life skills.
3. Writing	Writing outcomes remain an area for continued focus, particularly ensuring disadvantaged pupils develop the knowledge, vocabulary, confidence and stamina to write successfully across the curriculum.
4. Phonics and reading	Some disadvantaged pupils need additional support to secure early reading, phonics knowledge and fluency. Home reading engagement and access to books can also be barriers for some families.

Intended outcomes

The following outcomes continue the priorities identified in the previous strategy. They will be reviewed through pupil progress meetings, attendance monitoring, assessment information, pupil voice and participation data.

Intended outcome	How we will measure success
Improved attendance for all pupils, particularly disadvantaged pupils.	Attendance of disadvantaged pupils improves towards national expectations and the gap between disadvantaged and non-disadvantaged pupils reduces. Pupils whose attendance causes concern are identified early; support and referrals are timely and evaluated.
Equitable access to personal development and enrichment.	Disadvantaged pupils participate in the school's enrichment programme, educational visits, residential opportunities, clubs and wider curriculum experiences. Participation is monitored and barriers are addressed with families.
Improved writing outcomes for disadvantaged pupils.	Assessment shows improved attainment and progress in writing. Targeted pupils make identifiable progress from their starting points; books and moderation demonstrate improved composition, transcription, vocabulary and stamina.
Improved phonics, reading accuracy and fluency.	Pupils at risk of falling behind are identified promptly and receive high-quality teaching and appropriate intervention. Phonics screening, reading assessments and fluency checks show improved progress; pupils read widely and often.

Activity in this academic year

The activity below retains the focus and broad approaches set out in the previous strategy. Final staffing arrangements, costs and evidence links should be checked against the 2026–2027 school improvement and financial plans.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £15,000.00

Activity	Evidence / rationale	Challenges addressed
Continue whole-school professional development with Hywel Roberts' pedagogical approaches, including a rich, engaging curriculum and the 'Let's Say' approach to develop oracy, vocabulary and writing.	High-quality teaching, curriculum design, purposeful talk and explicit vocabulary instruction support access to ambitious learning. Retain the school's existing professional development evaluation and lesson-study evidence.	2, 3, 4
Work with local area partnerships and colleagues across schools to strengthen quality-first teaching, collaboration and professional development.	Collaborative professional learning supports staff to refine practice, evaluate impact and share effective approaches.	1, 2, 3, 4

Targeted academic support

Budgeted cost: £86,740.00

Activity	Evidence / rationale	Challenges addressed
Learning support assistant deployment for pupils with identified gaps in learning, with a	Well-planned support from trained adults can help pupils address specific gaps when it is closely linked to classroom teaching and reviewed for impact.	3, 4

particular focus on writing and reading.		
Targeted phonics and reading intervention, including regular assessment of pupils' progress and staff training in consistent delivery.	Structured, systematic phonics teaching and timely intervention support pupils to develop accurate decoding and reading fluency.	4
Small-group support and adult facilitation to enable disadvantaged pupils to access the school enrichment programme.	Small-group support can remove barriers to participation and ensure pupils benefit fully from enrichment and wider learning experiences.	2
Use of appropriate standardised and diagnostic assessment to identify barriers, establish starting points and evaluate progress.	Reliable assessment information supports accurate identification of need and responsive teaching and intervention.	3, 4

Wider strategies (for example, attendance, behaviour and wellbeing)

Budgeted cost: £74,000.00

Activity	Evidence / rationale	Challenges addressed
Family support and outreach to work with disadvantaged pupils and families, alongside wider support for pupils experiencing vulnerability.	Strong relationships with families, early help and joined-up support can improve engagement, attendance and access to learning.	1, 2, 3, 4
Attendance systems and partnership work with Bradford Council and other agencies to identify barriers and provide timely support.	Regular monitoring, early communication, family support and multi-agency working help address barriers to regular attendance.	1
Hive / nurture provision for pupils experiencing multiple vulnerabilities, including pupils eligible for pupil premium.	A relational, supportive environment can strengthen belonging, emotional regulation, engagement and readiness to learn.	1, 2, 3, 4
Restorative and relational approaches, supported by staff development and consistent whole-school practice.	Consistent, relational responses support positive relationships, belonging, engagement and successful reintegration into learning.	1, 2, 3, 4
Transition support for pupils joining school, including summer transition opportunities where appropriate.	Early relationships, communication with families and carefully planned transitions can help pupils settle, build confidence and engage with learning.	1, 2, 4
St Mary's enrichment programme, including resources, educational visits, clubs and wider experiences.	A broad and accessible enrichment offer can reduce barriers to participation and develop confidence, aspirations, cultural capital and life skills.	2

Budget summary

Spending category	Planned cost
Teaching	£15,000.00
Targeted academic support	£86,740.00
Wider strategies	£74,000.00
Total budgeted cost	£175,740.00

Part B: Review of the previous academic year (2025–2026)

Outcomes for disadvantaged pupils – historical reference

UNVALIDATED 2026 data end of KS2 EXS+

School 2026	N	RWM EXS+	Reading	Writing	Maths	GPS
ALL	59	45.8%	71.2%	50.8%	74.6%	71.2%
Disadvantaged	21	28.6%	47.6%	28.6%	61.9%	42.9%
Non-disadvantaged	38	55.3%	84.2%	63.2%	81.6%	86.8%
Gap (in-school)		-26.7%	-36.6%	-35.6%	-29.7%	-43.9%
Gap to National		-41.6%	-33.3%	-50.6%	-19.5%	-36.9%

National 2026	RWM EXS+	Reading	Writing	Maths	GPS
ALL	63.2%	75.0%	73.1%	75.0%	73.7%
Disadvantaged	48.2%	62.6%	60.2%	61.5%	60.7%
Non-disadvantaged	70.2%	80.9%	79.2%	81.4%	79.8%
Gap	-22.0%	-18.3%	-19.0%	-19.9%	-19.1%

School 3-yr Avg.	RWM EXS+	Reading	Writing	Maths	GPS
ALL	47.7%	67.4%	61.6%	64.0%	71.4%
Disadvantaged	34.1%	51.5%	42.1%	53.1%	54.7%
Non-disadvantaged	54.8%	75.9%	72.0%	69.8%	80.3%
Gap (in-school)	-20.7%	-24.4%	-29.9%	-16.7%	-25.6%
Gap to National	-34.7%	-28.8%	-36.2%	-27.2%	-24.1%

National 3-yr Avg.	RWM EXS+	Reading	Writing	Maths	GPS
ALL	62.0%	74.8%	72.4%	74.1%	72.8%
Disadvantaged	47.0%	62.7%	59.4%	60.3%	59.8%
Non-disadvantaged	68.8%	80.3%	78.3%	80.3%	78.8%
Gap	-21.8%	-17.6%	-18.9%	-20.0%	-19.0%

UNVALIDATED 2026 data end of KS2 progress scores

School 2026	N	Reading		Writing		Maths	
		Score	Quintile	Score	Quintile	Score	Quintile
ALL	59	+1.42	2	-3.18	5	+1.21	2
Disadvantaged	21	+1.24	2	-4.31	5	+0.74	2
Non-disadvantaged	38	+1.53	2	-2.52	5	+1.49	2
Gap (in-school)		-0.29	=	-2.21	=	-0.75	=
Gap to National		+0.85		-4.61		+3.30	

National 2026	Reading	Writing	Maths
ALL	+0.05	+0.06	+0.04
Disadvantaged	-0.68	-0.48	-0.87
Non-disadvantaged	+0.39	+0.30	+0.47
Gap	-0.91	-0.49	-1.05

Y1 Phonics Screening Check

2026 unvalidated		School 2026		School 3-yr av		National 2026		National 3-yr av	
Y1 Phonics Check	N	Pass	Av score	Pass	Av score	Pass	Av score	Pass	Av score
ALL	52	53.8%	27.7	65.7%	30.7	81.8%	33.8	80.6%	33.5
Disadvantaged	15	33.3%	27.2	54.3%	29.2	68.3%	30.3	67.7%	30.1
Non-disadvantaged	37	62.2%	27.8	71.9%	31.4	85.7%	34.8	84.3%	34.4
Gap (in-school)		-28.9%	-0.6	-17.6%	-2.2	-17.4%	-4.5	-16.6%	-4.3
Gap to National		-52.4%	-7.6	-30.0%	-5.2				

EYFS Good Level of Development

GLD 2026 unvalidated	N	School	National	School 3-yr av	National 3-yr av
ALL	52	65.4%	72.3%	60.1%	69.4%
Disadvantaged	10	60.0%	54.7%	52.1%	52.5%
Non-disadvantaged	42	66.7%	75.8%	62.5%	72.8%
Gap (in-school)		-6.7%	-21.1%	-10.4%	-20.3%
Gap to National		-15.8%		-20.7%	

Evaluation of activity

Strategy	Impact and evaluation to add
Quality-first teaching and professional development	Staff development and a continued focus on adaptive, inclusive teaching have supported a more engaging and responsive learning environment. Staff are increasingly able to identify and respond to individual barriers to learning, helping children to feel supported, included and motivated. Monitoring, professional dialogue and staff reflections provide evidence of the developing impact of this approach.
Targeted academic support	Targeted support continues to provide children with additional opportunities to revisit learning, develop confidence and address individual barriers. Staff observations indicate that children are becoming more willing to engage with learning and participate in classroom activities. Support is adapted in response to children's needs to help them make progress and develop greater independence.
Attendance and family support	Building positive relationships with families remains central to our approach. We continue to work proactively with parents and carers to understand barriers to attendance and provide appropriate support. Although attendance remains an ongoing priority, our commitment to early communication, individualised support and working alongside families ensures that children and their families are not working through these challenges alone.
Hive / nurture and relational approaches	The Hive continues to make a valuable contribution to supporting children with additional social, emotional and learning needs. Children accessing the provision benefit from bespoke plans which identify their individual needs and provide a structured approach to supporting their development. Staff observations indicate improved engagement, increased willingness to participate in learning and stronger relationships with adults. The provision enables children to feel safe, understood and supported, helping them to develop the confidence and readiness to access learning.
Enrichment and personal development	Our enrichment offer continues to provide children with opportunities to experience activities beyond the classroom, develop new interests and build confidence. Staff observations highlight the positive impact of these experiences on children's enthusiasm, engagement and willingness to try new things. We remain committed to removing barriers to participation so that disadvantaged pupils can access the same rich range of opportunities as their peers.

Overall impact

The impact of our Pupil Premium strategy is evident not only through academic outcomes but also through the positive changes we see in children's engagement, confidence, relationships and attitudes towards learning. Through quality-first teaching, targeted support and our relational approach, children are increasingly supported to overcome individual barriers and participate more fully in school life. The Hive plays an important role in this, providing bespoke support that responds to individual needs and helps children to develop a greater sense of security, belonging and readiness to learn.

We recognise that attendance remains an area for continued development. We will maintain our focus on building strong partnerships with families, understanding the barriers children experience and providing the right support to improve regular attendance. Our priority remains ensuring that every child feels valued, supported and able to flourish.