

Pupil premium strategy statement – Raedwald Trust

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
School name (funding pooled centrally)	Raedwald Trust
Number of pupils in school	185 commissioned spaces
Proportion (%) of pupil premium eligible pupils	December 2021: 60% December 2022: 64% December 2023: 49% December 2024: 54%
Academic year/years that our current pupil premium strategy plan covers	2024/2025 to 2027/2028
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Angela Ransby, CEO
Pupil premium lead	Ashlee Jacobs
Governor / Trustee lead	Robert Davison

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£0
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>	£0

Part A: Pupil premium strategy plan

Statement of intent

From 2024-2025, all pupils within Raedwald Trust access our academies through dual-roll arrangements with mainstream partners. Although we do not receive Pupil Premium Grant funding our aim is to achieve and sustain positive outcomes for all of our disadvantaged pupils.

We believe that all students irrespective of their background and the challenges they face, deserve to access the very best in learning, experiences and opportunities so that they make fantastic, measurable progress, achieve high attainment across all areas and are prepared for future destinations.

The focus of our pupil premium strategy is to support disadvantaged pupils in achieving those goals, whatever their starting point. The activities we have outlined in this plan are specifically designed with the challenges faced by our pupils in mind, with the intention of supporting their needs regardless of whether they are disadvantaged or not.

The evolution of our curriculum and quality first teaching is at the forefront of our approach, with a focus on the areas that our pupils require the most in order to narrow and overtime close the attainment gap.

Our strategy will be driven by the needs and strengths of each child and young person, based on formal and informal assessments, not assumptions or labels. This will help us to ensure that we offer them the relevant skills and experience they require to be prepared for the future.

Challenges

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

Challenge number	Detail of challenge
1	Lack of opportunity to develop speaking, listening (communication) and positive reading habits.
2	Some students have a lack of access to basic provisions including uniform, technology and regular access to books.
3	Lack of opportunity for enrichment to develop talents, hobbies and interests.
4	Students do not attend school as often as they should.

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 A, B, C, D, E	Success criteria
A: Pupils have access to targeted and universal support to improve their communication skills.	Measurable improvement in speaking, listening and reading outcomes, evidenced through formative assessments and pupil voice feedback.
B: Enrichment opportunities are widened, accessible and frequent.	Increased participation in enrichment activities, tracked through academy based curriculum offers and deviation paperwork (if appropriate).
C: All pupils have breakfast, uniform, technology support and study materials available to them.	100% of eligible pupils have access to breakfast provision, necessary uniform and study resources.
D: Attendance improves with increased strategies and wider opportunities for enrichment.	Attendance tracked data shows an overall impact on attendance from starting point with reductions in persistent absenteeism.
E: All pupils have appropriate destinations post 16 through partnership work with mainstream schools.	100% of pupils secure post-16 placements, monitored through transition data and mainstream school feedback.

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: £0 through PPG funding

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ongoing staff CPD on developing pupils' communication and interaction skills.	The Communication Trust worked with the Better Communication Research Programme to develop the What Works database of evidenced interventions to support children's speech, language and communication. What works database (ican.org.uk)	1
Targeted Speech and Language Therapist input/support across all academies.		

	This has been endorsed by the Royal College of Speech and Language Therapists.	
Ongoing staff CPD on pedagogical practice, including scaffolding and adaptive practice to support learning.	The EEF's findings indicate that scaffolding and adaptive practice that is incorporated into Quality First Teaching are most effective for supporting pupil progress.	1
Curriculum planning to include regular opportunities for visitors/speakers at each academy.	The Sutton Trust as well as wider research highlights that enrichment opportunities contribute to engagement, broader skills development and improved attendance.	2, 3, 4

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

Budgeted cost: £0 through PPG funding

Activity	Evidence that supports this approach	Challenge number(s) addressed
Structured interventions for literacy and communication	EEF's Literacy interventions review shows that structured support may improve reading comprehension by +6 months for disadvantaged pupils.	1
Provision of breakfast, uniform and study materials.	The Magic Breakfast Project (EEF, 2016) found breakfast clubs improve concentration, punctuality and attainment by addressing hunger. Wider data also shows that removing barriers to uniform and wider educational resource ensures equitable access to learning.	2
One-to-one and/or small group support.	The EEF and case studies through the National Tutoring Programme (NTP) demonstrate that one-to-one and small group support can deliver +4-5 months of additional progress, especially for disadvantaged pupils.	1
Careers specialist to target post-16, careers guidance and transition support across each academy.	The Social Mobility Commission found that significant gaps in careers guidance for disadvantaged young people have resulted in two in five reporting they had not received any career guidance by the time they were 16. The road not taken: the determinants and consequences of post-16 education choices	3, 4

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

Budgeted cost: £0 through PPG funding

Activity	Evidence that supports this approach	Challenge number(s) addressed
Supporting access to wider curriculum experiences such as school trips and clubs in the community.	Students of all backgrounds should have access to high quality extracurricular activities in order to boost essential life skills that facilitate academic attainment and future success. Sutton Trust: Potential for Success	2, 3, 4
Central monitoring of attendance and weekly pupil offer to support early identification of nonattendance and timetable access.	The National Foundation for Educational Research found that being absent from school or moving schools appears to have a more adverse effect on disadvantaged pupils outcomes, than the outcomes of their more affluent counterparts. NFER: Being Present - the Power of Attendance	4

Total budgeted cost: £0

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

1. There were no significant academic progress gaps between PP and Non-PP and in some cases **PP students make more progress than Non-PP.**
2. More students were able to access direct support with a SALT. All staff were able to access professional development, delivered by the SALT, which supported their practice and understanding about SEND needs linked to Communication and Interaction. These were recorded and form part of the RT Digital library for SEND.
3. Progress in reading for PP students was in line with non-pp with some examples of exceptional progress in students' accuracy and fluency of reading at Key Stage 1.
4. More students were supported to develop their skills for independence, particularly at KS4. For example, support for travel training occurred across secondary settings.
5. Formative assessment trackers implemented across all academies to enable daily and accurate reviews of when all pupils are not making expected progress.
6. From attendance starting points, all academies have demonstrated a positive and notable impact on tackling poor attendance.

Externally provided programmes

Programme	Provider
Vocational qualifications (Levels 1 and 2) in construction, bricklaying, etc. for secondary aged pupils.	Eastern Region Training