

# Pupil premium strategy statement – Raedwald Trust

This statement details our Trust'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% November 2025: 81.3%
Academic year/years that our current pupil premium strategy plan covers	2024/2025 to 2027/2028
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Angela Ransby, CEO
Pupil premium lead	Lucy Collins
Trustee lead	Trudi-Rose Porter

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£5014
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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>	£5014

## Part A: Pupil premium strategy plan

### Statement of intent

At the Raedwald Trust we use a tiered approach, which allows us to focus on targeted strategies for all the disadvantaged pupils that we serve.

**Teaching and whole school strategies** – at Raedwald we believe that building strong relationships with pupils, whilst holding a high standard of expectation in teaching and learning is key. There is much research and evidence to show that a pupil's positive experience of learning supports their later opportunities and well-being.

**Targeted approaches** – at Raedwald we recognise the impact of understanding pupils starting points and then targeting identified gaps via a personalised offer, including targeted academic support within teaching and learning and interventions that encompass all areas of pupil's lives, including their academic and social and emotional needs.

**Wider strategies** – at Raedwald when we refer to curriculum and the pupil's experience this includes all aspects of their journey whilst attending a Raedwald trust academy. We have a close lens on attendance, behaviour and social and emotional support. Our ultimate aim is that all pupils have a sense of belonging and therefore make significant progress against their identified starting points. We use the Raedwald trust assessment centre to identify those starting points, so that an effective and impactful offer can be shaped to meet their needs.

To ensure the steps taken in this plan are met we commit to the following:

- Establish baselines to measure progress over time
- Ensure expectations of T&L are high for all pupils
- Conduct regular reviews of pupil's progress against their starting points to ensure that adaptations can be made when necessary

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

Challenge number	Detail of challenge
1	Lack of experiences and opportunity to develop speaking and listening (communication).
2	Pupils have often had negative experiences in education and therefore do not have the enthusiasm or achievement in foundational knowledge in reading, writing, spelling and maths that would be expected for their age/stage.
3	Pupil's varied experiences of life and education can mean that it is difficult to attain their starting points.
4	Attendance may have been a significant barrier in the past and the reasons for this is often complex and needs to be understood.
5	Some students have a lack of access to basic provisions including uniform, technology and regular access to books.
6	Lack of opportunity for enrichment to develop talents, hobbies and interests.

## 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, F	Success criteria
A: assessment of reading fluency, comprehension, maths, SEMH and targeted assessment for S&L	<p>Baseline for all pupils in fluency and comprehension during induction</p> <p>Reluctant readers identified during induction</p> <p>Pupils make progress against baseline in Reading fluency, comprehension and maths</p> <p>Raedwald Trust Readers for Life curriculum</p> <p>Targeted interventions in Reading, writing, maths, SEMH and where required S&amp;L</p> <p>Wellcomm used for pupils requiring additional S&amp;L intervention</p>

<p>B: Consistent and impactful approach to improving teaching and learning</p>	<p>Effective CPD in place for all staff</p> <p>Regular review cycles of T&amp;L via learning walks and books</p> <p>QA process – SEND through the eyes of the child</p> <p>Pupil voice</p>
<p>C: A rigorous and systematic approach to improving attendance</p>	<p>Weekly attendance meeting with CEO</p> <p>Regular meetings with dual-placement schools to support pupils' attendance</p> <p>Data shows improvement from pupils starting point</p> <p>Deviation process in place to support re-engaging and improving attendance</p> <p>Pupil voice</p>
<p>D: Ensure that pupils interests, strengths and aspirations are understood and wherever possible provide enrichment opportunities as part of their offer</p>	<p>Induction</p> <p>Student Support plans</p> <p>Curriculum offer/Timetable</p> <p>Pupil voice</p>
<p>E: All pupils have breakfast, uniform, technology support and study materials available to them.</p>	<p>100% of pupils have access to breakfast provision, necessary uniform and study resources.</p>
<p>F: All pupils have appropriate destinations post 16 through partnership work with mainstream schools.</p>	<p>100% of pupil's secure post-16 placements, monitored through transition data and mainstream school feedback.</p>

## 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 the EDI framework to support high quality T&L	The EDI framework is evidence informed, teaching and learning framework that is research led and evidence informed (Sweller's cognitive load theory and Rosenshine's principles of instruction)	1, 2, 3
Ongoing staff CPD on using baseline information to inform delivery of the curriculum.	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, 2, 3, 4
Ongoing staff CPD on pedagogical practice, including scaffolding and adaptive practice to support learning. Using the SSP's introduced in 25/26.	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, 2, 3, 4
Ongoing CPD to improve the quality of teaching of reading and explicit vocabulary instruction	Readers for Life curriculum which is built on and supported by the research and evidence from <a href="https://www.hfleducation.org/reading-fluency">https://www.hfleducation.org/reading-fluency</a>  Phonics intervention is based on RWI which is based on research that supports systematic synthetic phonics.  EDI framework	1, 2, 3
Pupils to have access to high-quality texts to nurture their value and encourage and enjoyment of reading that support	Readers for Life curriculum is built using a literature spine that incorporates diverse and rich texts.	1, 2, 6

Ongoing CPD on curriculum models i.e., RT PSHE curriculum	Bespoke PSHE curriculum written to promote and support the development of the SEL skills - <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</a>	1, 2, 3,
Curriculum and Careers 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.	1, 6,

## 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
Accurate assessment of all pupils to shape the curriculum offer for each individual pupil	Pupil's gaps will be identified during induction and effective intervention will be put in place and carefully monitored to ensure that they can access the curriculum (EEF)	1, 2, 3, 4,
Structured interventions for literacy, communication and maths	EEF's Literacy interventions review shows that structured support may improve reading comprehension by +6 months for disadvantaged pupils.  The benefits of Precision Teaching are multi-faceted, but mainly including effective and targeted instruction which accelerates retention and recall of key learning facts. We also often see improved confidence and engagement across the curriculum. EdPsychEd	1, 2, 3,
Welcomm triggered within induction and used to assess pupils Sp and L. Targeted interventions.	The EEF's findings around vocabulary instruction, interactive reading and the importance of modelling social interactions.	1, 2, 3
Provision of breakfast, uniform and study materials.	The <a href="#">Food Foundation evidence pack 2025 reports</a> strong correlations between hunger, attention span, behaviour, absentee rates and therefore pupil outcomes.	4, 5,

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, 2, 3, 4
Careers specialist to target post-16, careers guidance and transition support across each academy. (Level 6 for those that are eligible)	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. <a href="#">The road not taken: the determinants and consequences of post-16 education choices</a>	1, 6

## 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 to promote a sense of belonging.	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. <a href="#">Sutton Trust: Potential for Success</a>	4, 6
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. <a href="#">NFER: Being Present - the Power of Attendance</a>	4, 6
Student support plans introduced to capture all aspects of the pupil's offer whilst at Raedwald trust. This also supporting purposeful and regular review meetings with home-schools.	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.	4, 6

**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. More students were supported to develop their skills for independence, particularly at KS4. For example, support for travel training occurred across secondary settings.
4. From attendance starting points, all academies have demonstrated a positive and notable impact on tackling poor attendance.

### Externally provided programmes

Programme	Provider
Animal care in a workplace setting	Deben Care Farm