Raedwald Trust
connection learning without exception resilience respect

Pupil Premium Strategy Statement

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.

Trust overview

Detail	Data
Number of pupils in trust * Typically, at both hospital schools we have worked with approx. 455 pupils and in addition across the academic year we typically work with approx. 45 pupils that are school commissioned	185 commissioned LA places*
Proportion (%) of pupil premium eligible pupils *Number of pupils in the Trust (excluding hospital school pupils)	December 2024: 54% December 2025: 66% December 2026: 37%
Academic year/years that our current pupil premium strategy plan covers	2024/2025 to 2027/2028
Date this statement was published	November 2026
Date on which it will be reviewed	June 2027
Statement authorised by	Angela Ransby, CEO
Pupil premium lead	Angela Ransby AO /Natalie Quinton CFO
Governor / Trustee lead	Trudi-Rose Porter

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£2,567
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£2,567

Part A: Pupil premium strategy plan

Statement of intent

As an alternative provision trust we aim to use pupil premium funding to help us achieve and sustain positive outcomes for our disadvantaged pupils. Whilst socio-economic disadvantage is not the primary challenge all our pupils face they all require something in addition to the mainstream educational offer. Therefore, we frame the strategy using the tiered approach, which allows us to focus on targeted strategies for all the disadvantaged pupils that we serve.

High-quality teaching

At Raedwald we believe that curriculum encompasses all that we do with pupils, ensuring high-quality teaching and learning is prioritised to ensure that every interaction that adults have with pupils has the maximum impact on enabling them to make progress both academically and personally.

Targeted Academic support

A robust and thorough induction allows us to baseline pupils using diagnostic tools that allow for a clear understanding of a pupils entry points to the curriculum, whilst identifying any wider barriers that might relate to previous experiences, medical needs, SEND and SEMH. This evidence allows us to identify clear gaps and create a personalised offer that supports high-quality teaching and when required targeted interventions to support their academic and social and emotional needs.

Wider Strategies – at Raedwald curriculum refers to all a pupil's experience whilst attending a Raedwald trust academy. Due to the experiences that some pupils have had prior to them joining the Raedwald trust, we have an increased lens on attendance, behaviour and social and emotional support. All areas for all pupils are reviewed in 6-weekly cycles so that any area of the provision can be carefully and consciously adjusted to meet any presenting needs. Life skills, Careers and destination tracking is a key component of how we support pupils into adulthood. Although our strategy is focused on the needs of disadvantaged pupils, it will benefit all pupils in our trust and therefore additional funding is used to support the above areas and the intended outcomes detailed below. It is the intention that outcomes for non-disadvantaged pupils will be improved alongside progress for their disadvantaged peers.

Our strategy will be driven by the needs and strengths of each young person, based on carefully selected diagnostic tools delivered within the induction and subsequent cycles. This will help us to ensure that where possible we remove barriers and offer each individual pupil the relevant skills and experience they need to be successful into adulthood.

Challenges

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

Challenge number	Detail of challenge
1	The link between disadvantage and speech and language is often a challenge for disadvantaged pupils that come to the Raedwald trust and can be compounded by poor experiences, as cited by the DfE and the EEF. This can in turn impact their understanding of vocabulary, Reading fluency, comprehension and access to the wider curriculum.
2	All pupils including those that are disadvantaged have often had negative experiences in education and a fragmented experience. Therefore, there can be significant gaps in their foundational knowledge in Reading, writing and mathematics. When not understood this can hinder their access to the appropriate age/stage of the curriculum across subjects.
3	Due to inconsistent and fragmented educational experiences, understanding a pupils academic starting points and other barriers including attendance, SEND, SEMH can make it difficult to attain their starting points.
4	Through induction and conversation with pupils and their families, some pupils have a lack of access to basic provisions including uniform, technology, food and regular access to books.
5	Through induction and conversations with pupils and their families, we find that

	disadvantaged pupils generally have had fewer opportunities to develop cultural capital outside of school.

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
Improved understanding of the speech and language gaps of pupils including their understanding of vocabulary, Reading fluency and comprehension.	Clearly improved achievement in relation to understanding of vocabulary, as demonstrated within our formative assessment and six weekly cycle reviews. RT foundational knowledge checks show improved performance on entry to exit to the Raedwald trust. For those pupils that require S&L a reduction in gaps via time-bound intervention and progress evident within six weekly cycles.
Improved understanding of a pupil's foundational knowledge in Reading, mathematics and writing to ensure that gaps are identified and closed so that they can reach their potential and access an appropriate curriculum.	Assessment of pupils' foundational knowledge shows a reduction in the disparity in outcomes between disadvantaged pupils and their peers by the end of our strategy in 2027/28.
Identification of pupil's barriers to accessing education: • Academic starting points • Attendance • Behaviour • SEND • SEMH	Robust induction creates an SSP that identifies clear strengths, barriers and where relevant targets for pupils in the specific areas; academic, attendance, behaviour, SEND, SEMH. Pupils demonstrate progress against targets within our formative assessment and six weekly cycle reviews. EHCP/IHP targets are when relevant to the provision offer identified and supported within SSP's and reviewed at six weekly cycle reviews.
Disadvantaged pupils have access to the required basic provisions and wherever possible more to support them and their families' basic needs.	Disadvantaged pupils are identified via induction and ongoing gaps are found through strong relationships with pupils and parents/carers so that the trust can support in a timely way.
Disadvantaged pupils have more limited opportunities to develop cultural capital outside of school.	All disadvantaged pupils can access high-quality work experience and careers mentoring. Pupil voice is used to support SSP's and wherever possible additional opportunities are woven into the curriculum offer incl. enrichment. By the end of 2027/28, disadvantaged pupils are progressing to higher or further education in the same proportions as their peers.

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.

Budgeted PPG cost: **£2,567**

As a Trust in addition to this we add additional funds to ensure that all disadvantaged pupils within the Raedwald trust receive the appropriate support as identified via the induction and through cycle reviews. Based on previous years, additional spend is estimated at £27,500.

Teaching (for example, CPD, recruitment and retention)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ongoing staff CPD to support high-quality T&L delivered with a strong focus on the pedagogical approaches founded within the EDI framework	The EDI framework is evidence informed, research such as Sweller's cognitive load theory and Rosenshine's principles of instruction are cornerstones of the framework. Cognitive science approaches in the classroom | EEF (educationendowmentfoundation.org.uk)	1, 2, 3
CPD for staff on using baseline information to inform delivery of the curriculum.	Evidence from cognitive science suggests that teachers must carefully introduce new content to pupils to ensure they can reference this against existing knowledge. Cognitive science approaches in the classroom | EEF (educationendowmentfoundation.org.uk)	1, 2, 3
Ongoing CPD to improve the quality of teaching EVI and Reading	A focus on Oracy, EVI and Reading within CPD and a focus of PP meetings and cycle reviews. https://www.hfleducation.org/reading-fluency/key-stage-4-ks4-reading-fluency-project/the-importance-teaching-fluency	1, 2, 3
Investment in a PSHE curriculum that includes Careers and has a focus on SEL. All KS4 pupils to have access to a L6 Careers advisor.	Careers woven into multiple domains of a pupils experience at the Raedwald Trust. Ensure pupils statutory entitlement to a L6 Careers advisor. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	1, 6

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase support from a Speech and Language Therapist (SALT) to support those pupils that require additional support	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, which is endorsed by the Royal College of Speech and Language Therapists: What works database	2, 3
Development of MNiS programme to further support pupils identified within mainstream and support pupils transition back.	Develop further the pathway that has the purpose of being a Medical Needs in Schools (MNiS) pathway that aims to equip mainstream education staff with the confidence to support all children within their schools who are experiencing either a physical or mental health condition.	3, 5

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Welfare – food parcels, home visits as part of induction and regular contact ensure that any hardship that a family might be experiencing is identified.	The importance of pupils and their family's needs being met in regard to welfare and the impact that this can have on attendance and readiness to learn is cited by the DfE and foundations such as the Joesph Rowntree Foundation. https://www.jrf.org.uk/deep-poverty-and-destitution/the-impact-of-hardship-on-primary-schools-and-primary-healthcare	4, 5
Cultural trips and in-school activities, including PE and securing greater engagement in music education.	As well as being valuable for wider development outcomes, arts participation can have a positive impact on education performance when interventions are linked to academic targets. Arts participation | Teaching and Learning Toolkit | EEF	4, 5
Enhanced welfare and safeguarding support through targeted allocation for disadvantaged pupils.	Additional staffing allocated to support specific pupils from the Welfare and Safeguarding team.	4, 5

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils
We have analysed the educational performance of our disadvantaged pupils during the previous academic year, drawing on internal assessment data and the six-weekly cycle reviews.

The data shows that disadvantaged pupils achieve in line with their peers and in some cases exceed. When this is not the case, there are clear actions and in some cases escalations so that these pupils can be reviewed and support from other professionals can be sought if/when required.

Our evaluation of the approaches delivered last academic year indicates that we have a better understanding of PPG pupils starting points academically and through using CiSS as a baseline measure. This academic year the intention is to refine this further.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

Externally provided programmes

Programme	Provider