

# Pupil Premium Strategy Statement – Risedale School

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
Number of pupils in school	468
Proportion (%) of Pupil Premium eligible pupils	36% (E6/FSM = 168 pupils, LAC = 3 pupils)
Academic year/years that our current Pupil Premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2024-25 2025-26 2026-27
Date this statement was published	December 2025
Date on which it will be reviewed	November 2026
Statement authorised by	L Greenwood
Pupil Premium lead	L Greenwood
Governor lead	A Hastings

## Funding overview

Detail	Amount
Pupil Premium funding allocation this academic year	<b>Total: £191,981</b> FSM/E6 £184,452 LAC £7,529
Pupil Premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£191,981</b>

# Part A: Pupil Premium Strategy Plan

## Statement of intent

At Risedale School, we strive to ensure that all pupils, regardless of background and circumstances, accumulate knowledge, cultural capital and social skills, such as empathy and kindness, enabling them to thrive in society and enjoy healthy relationships. We want all our pupils to make good progress from their starting points and we wish to close progress and attainment gaps.

At whatever stage of their education Risedale pupils leave us, we want them to be well-equipped to take the next steps on their journey to becoming a responsible, respectful and resilient citizen who can embrace change and learn from mistakes.

We will consider the challenges faced by vulnerable pupils, such as those with SEND, those who have/have had a social worker and Young Carers. The activity we have outlined here is also intended to support their needs, regardless of whether they are disadvantaged or not (but we acknowledge that many of our pupils have an intersectionality of challenges so may be disadvantaged and have SEND, for example).

Quality First Teaching, effective personalised learning, growing of cultural capital and wellbeing support are at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. A focus on high quality teaching is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy will continue to consider where additional support is required for pupils whose education and wellbeing were impacted by the COVID-19 pandemic, notably through intervention for pupils whose education has been worst affected.

Our approach will be centred around both common challenges and individual needs, rooted in robust diagnostic assessment and use of data, not assumptions about the impact of disadvantage. The strategies we have adopted are evidence-based and rooted in the EEF/other guidance. To ensure they are effective we will:

- ensure disadvantaged pupils are adequately academically challenged, especially those who are high prior attainers
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

## Challenges

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

Challenge number	Detail of challenge
1	Disadvantaged pupils (E6/FSM/LAC) do not typically perform as well as their peers. These pupils are significantly underperforming, especially when their outcomes at KS4 are compared with their non-disadvantaged counterparts nationally (2024 data suggest that these pupils performed at, on average, almost a grade below others with the same prior attainment).
2	The average attendance rate for Risedale pupils fell below national averages in 2023, 2024 and 2025. In particular, too many disadvantaged pupils are persistently or severely absent. 56.6% of E6/FSM/LAC pupils were 'persistently absent' compared to 44.7% of their peers during 2023-24. In 2024-25, this figure fell to 38.4%, but is still significantly higher than the overall persistent absence figure of 29.9%. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
3	Assessments on entry to Year 7 in 2024-25 indicated that 44% of disadvantaged pupils arrived having achieved below age-related expectations in maths compared with 3% of their non-disadvantaged peers. This figure was slightly lower in 2025-26 (38%). External assessment at GCSE in 2024 showed that 70% of disadvantaged pupils did not achieve in line with age-related expectations in maths compared with 54% of non-disadvantaged pupils (and for disadvantaged girls the attainment in maths was lower: 79% did not reach a grade 4). In 2025, 68% of disadvantaged pupils did not achieve grade 4+ (62% of disadvantaged girls did not), so the trend, although slowing, is continuing, and needs to be arrested as numeracy opens doors to pupils' next steps.
4	Assessments on entry to Year 7 in 2024 indicated that 32% of our disadvantaged pupils arrived below age-related expectations in reading (compared with 15% of their peers). In 2025 this figure was 45%. External assessment at GCSE in 2024 showed that 58% of disadvantaged pupils did not achieve in line with age-related expectations in English compared with 41% of non-disadvantaged pupils. Similarly, in 2025, 59% of disadvantaged pupils did not achieve a grade 4+ in English compared with 27% of their non-disadvantaged peers.
5	Our behaviour, safeguarding and SEND data, observations and discussions with pupils and families have identified social and emotional issues for many disadvantaged pupils, such as trauma, antisocial behaviour, aggression, anxiety, and low self-esteem. These challenges particularly affect their ability to self-regulate and their attainment.  In the Autumn Term 2024, 61 pupils (50 of whom are disadvantaged) required additional formalised support with social and emotional needs via the inclusion team or School Counsellor. Over 41% of pupils receiving counselling so far in 2025-26 are disadvantaged. Teacher referrals for wellbeing support remain high.
6	Our observations and monitoring suggest many lower attaining disadvantaged pupils lack metacognitive/self-regulation strategies when faced with challenging tasks, and can approach learning with high levels of passivity. This is demonstrated across the curriculum.
7	Many of our disadvantaged pupils (E6/FSM/LAC) have limited experience of the wider world and low levels of cultural capital.

## 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
Attainment and progress at KS4 for disadvantaged pupils significantly improve and the gap between E6/FSM/LAC and other pupils reduces (and specifically for disadvantaged girls).	KS4 performance measures in 2026/27 demonstrate that disadvantaged (E6/FSM/LAC) pupils achieve an average Progress 8 score of at least -0.5 and at least 10% of disadvantaged pupils pass GCSE English and maths at grade 5 or above. These measures also demonstrate that disadvantaged girls are not underperforming compared with their male counterparts.
More disadvantaged pupils at KS3 and in Y10 are progressing well in maths.	Internal tracking data for maths in Y7-10 indicates that at least <b>20% of disadvantaged pupils are on track to meet age-related expectations at the end of 2024-5 (41%)</b> , at least 25% by the end of 2025-26 and at least 30% by the end of 2026-27. Disadvantaged boys will not be significantly outperforming disadvantaged girls.
Attendance of disadvantaged pupils improves and is closer to the national average attendance.	Attendance of E6/FSM/LAC is at least 83% by the end of 2024-25 ( <b>met: 83.6%</b> ), at least 85% by the end of 2025-26 and at least 87% by the end of 2026-27.
Improved reading comprehension among disadvantaged pupils across KS3.	Reading comprehension tests demonstrate a 25% improvement in comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers than previous years. Teachers should also have recognised this improvement through engagement in lessons and book scrutiny.
The numeracy gap for disadvantaged pupils is reduced in Key Stage 3.	Internal assessment data demonstrates that at least 10% of the disadvantaged pupils who did not meet age related expectations in maths at KS2 are achieving in line with expectations by Year 9.
Improved metacognitive and self-regulatory skills among disadvantaged pupils across all subjects.	Teacher reports, work scrutiny and class observations suggest disadvantaged pupils are more able to monitor and regulate their own learning. This finding is supported by improved homework completion rates across all classes and subjects.
Disadvantaged pupils are more able to access the curriculum successfully.	Behaviour (incl. suspensions and exclusions), safeguarding and monitoring data, as well as teacher and pupil voice suggest that these pupils are more settled in school and are accessing lessons well (reduction in

	suspensions, exclusions and behaviour incidents).
Pupils take part in experiences of the wider world that enhance their cultural capital and personal development.	More disadvantaged pupils participate in enrichment activities, including extra-curricular clubs and educational visits.

## 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: £18,737

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments. Training will be provided for staff to ensure assessments are interpreted correctly.	When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups: <a href="#">Diagnostic assessment   EEF</a>	1, 2
A CPD programme based on the ECF, the GTT Evidence Review and EEF guidance for teaching and support staff with a focus on establishing quality first teaching, including adaptive teaching strategies, metacognition, self-regulation and engagement in learning.	The <a href="#">EEF guide to Effective Professional Development</a> states that ' <b>supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap</b> '. The <a href="#">Great Teaching Toolkit Evidence Review</a> details what makes great teaching according to evidence. The <a href="#">Early Career Framework</a> (independently assessed and endorsed by the Education Endowment Foundation - EEF) draws on the best available evidence to ensure all pupils succeed. The <a href="#">EEF Guidance on Metacognition &amp; Self-Regulated Learning</a> details recommendations based on the positive impact associated strategies can have on pupil learning. The <a href="#">EEF SEND in Mainstream Schools guidance</a> outlines 5 recommendations and states that 'to a great extent, good teaching for pupils with SEND is good teaching for all'.	1, 2, 4, 5, 7

<p>Enhancement of our maths teaching and curriculum planning in line with DfE KS3 and EEF guidance.</p> <p>We will fund resources and teacher release time to embed key elements of the guidance in school, and to access Maths Hub resources and CPD offers (including Teaching for Mastery training).</p>	<p>The DfE non-statutory KS3 guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p><a href="#">Teaching Mathematics at Key Stage 3</a></p> <p>To teach maths well, teachers need to assess pupils' prior knowledge and understanding effectively, employ manipulatives and representations, teach problem solving strategies, and help pupils to develop more complex mental models:</p> <p><a href="#">Improving Mathematics in Key Stages 2 and 3</a></p>	<p>1, 2, 4</p>
<p>Improving literacy in all subject areas in line with recommendations in the EEF guidance.</p> <p>We will fund professional development, a TLR and resources to promote and develop pupils' literacy.</p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:</p> <p><a href="#">Improving Literacy in Secondary Schools</a></p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in all subjects:</p> <p><a href="#">word-gap (Oxford University Press)</a></p>	<p>1, 2, 5</p>
<p>Upskilling of curriculum leaders to ensure highly effective quality of education is in place across all departments, through excellent curriculum planning and rigorous, action-focused monitoring and quality assurance.</p>	<p>The <a href="#">EEF Schools Guide to Implementation</a> details how having the right leaders in post and developed to a high standard, working in an evidence-based way, can make a difference to pupil outcomes.</p>	<p>1, 2, 4, 5, 7</p>

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

Budgeted cost: £57,889

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>One to one and small group tuition for pupils in need of additional support, delivered in addition to, and linked with, normal lessons.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind:</p> <p><a href="#">One to one tuition   Teaching and Learning Toolkit   EEF</a></p> <p><a href="#">Small group tuition   Teaching and Learning Toolkit   EEF</a></p>	<p>1, 2, 4, 5</p>

Tutoring will be implemented with the help of DfE's guide: <a href="#">Tutoring: guidance for education settings</a>		
Delivering well-evidenced literacy and numeracy teaching assistant interventions for pupils that require additional support.	In England, positive effects have been found in studies where teaching assistants deliver high-quality structured interventions which deliver short sessions, over a finite period, and link learning to classroom teaching: <a href="#">Teaching Assistant Interventions   Teaching and Learning Toolkit   EEF</a>	1, 2, 4, 5

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

Budgeted cost: £119,373

Activity	Evidence that supports this approach	Challenge number(s) addressed
Adoption of a cognitive behavioural therapy (CBT) intervention for specific pupils who require support with regulating their behaviour and emotions.  This includes trained counselling, training for school staff and staff release time where needed.	There is evidence to suggest that CBT can have a high impact on risk behaviours and behavioural difficulties: <a href="#">Cognitive Behavioural Therapy (Youth Endowment Fund)</a>  Early Intervention Foundation's report on adolescent mental health found good evidence that CBT interventions support young people's social and emotional skills and can reduce symptoms of anxiety and depression: <a href="#">Adolescent mental health: A systematic review on the effectiveness of school-based interventions</a>	2, 6
Embedding good practice set out in DfE's guidance on <a href="#">working together to improve school attendance</a> and the <a href="#">EEF Guidance on Supporting School Attendance</a>  Staff training and release time to develop and implement procedures. An attendance officer to be appointed.	The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.  The <a href="#">EEF Guidance on Supporting School Attendance</a> also details how to create a culture of belonging for pupils.	3
Continue to embed the Thrive approach in	The <a href="#">EEF Teaching &amp; Learning Toolkit</a> shows that Social and Emotional	6

school to support pupils with social, emotional and mental health needs to regulate and access their learning effectively.	Learning approaches can have a positive impact when implemented carefully in schools.	
Appoint a Safeguarding Support Officer to increase capacity within the safeguarding team and enhance support for pupils.	<a href="#">KCSIE</a> stipulates that the DSL 'should be given the additional time, funding, training, resources and support they need to carry out the role effectively'.	5
Activities designed to build cultural capital delivered through extra-curricular clubs (including arts activities) and cultural trips (including funding towards these for FSM/E6/LAC).	As well as being valuable in itself, arts participation can have a positive impact on wellbeing and education outcomes, including English and maths, when interventions are linked to academic targets. <a href="#">Arts participation   Teaching and Learning Toolkit   EEF</a> The <a href="#">EEF findings on the impact of outdoor education</a> suggest that outdoor adventure learning may have positive impacts on outcomes such as self-efficacy, motivation and teamwork, and therefore support wellbeing. Outdoor adventure learning may play an important part of the wider school experience, regardless of any impact on academic outcomes.	1, 2, 5, 6, 8
Develop a personal development curriculum including character education to grow pupils' self-esteem and resilience.	The <a href="#">University of Birmingham Framework for Character Education in Schools</a> suggests that explicit teaching of character education can build resilience and character in pupils. The <a href="#">2019 DFE Character Education Framework</a> also suggests this.	6, 8
Contingency fund for acute issues.	Based on our experiences and those of similar schools, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

**Total budgeted cost: £195,999**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on KS4 external data as well as our own internal academic data.

External KS4 data demonstrated that disadvantaged pupils did not perform well in 2025 (as in the previous few years). These pupils attained, on average, a grade 2.4 at KS4. However, **8.9% more disadvantaged pupils gained a grade 4+ in English and maths** (18.9%) when compared with outcomes in 2024 (10%). In maths, they attained an average grade of 2.4 (**0.2% better than in 2024**). In English, they attained an average grade of 2.6 (= 2024). No Progress 8 data was published in 2025.

To help us gauge the performance of our disadvantaged pupils we compared their results to results achieved by our non-disadvantaged pupils. These pupils attained, on average, a grade 3.3 (almost a grade more than disadvantaged pupils) at KS4, with an average maths grade of 2.9 (half a grade more than disadvantaged pupils) and an average English grade of 3.6 (1 grade higher than disadvantaged pupils).

The data demonstrates that our disadvantaged pupils did not perform as well as their non-disadvantaged counterparts in school and that there was an attainment gap of almost 1 grade at KS4.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

The data demonstrated that disadvantaged pupils were absent from school more often (but that there was a **2.1% increase in their attendance** in 2024-25), have more negative behaviour events and are suspended more frequently (around twice as much) than those who are non-disadvantaged. Significant numbers of these pupils experience safeguarding or child protection incidents out of school and over a third of wellbeing referrals last year were for these pupils.

Based on all the information above, the performance of our disadvantaged pupils showed some improvements on the previous year, but is still not satisfactory. There remains a high need for support for this group of pupils. In some areas we are on course to achieve the intended outcomes (e.g., attendance, numbers of grades 4+ at KS4), but there is further work needed to improve academic achievement for disadvantaged pupils, especially overall attainment.

Our evaluation of the approaches delivered last academic year is that these were not yet sufficiently embedded, and that there is a need for some refinement without wholesale change.

In this new strategy plan we have made some changes to how we intend to use some of our budget this academic year.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.*

Programme	Provider
NA	NA

**Further information (optional)**

NA
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