



## 10. Raleigh Infant & Admirals Academies Pupil premium strategy statement 2025/26

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 effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	Raleigh Infant & Admirals Academies
Number of pupils in school – EYFS to Year 6	135+200 = 335
Proportion (%) of pupil premium eligible pupils	22% (20+54 = 74)
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	25/26, 26/27
Date this statement was published	September 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Greg Sadler
Pupil premium lead	Greg Sadler
Governor / Trustee lead	Emma Culley

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£14,424 + £79,773 = £94,197
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£94,197



## Part A: Pupil premium strategy plan

### Statement of intent

Raleigh Infant and Admirals Academies work in partnership to create a universal offer for our pupils where we aim to provide an inclusive education for all. We have high standards of ourselves as a staff and we are ambitious for all of our children, regardless of the background and circumstances of our cohorts. To deliver this, the Academy has aspiration for all pupils, breaking down the barriers that financial inequality creates to ensure that all can achieve regardless of their background. This is underpinned by our values of **aspiration, respect and kindness**.

We offer children a balanced curriculum in a rich and purposeful environment, focused on preparing our pupils for the future. We have good teaching, high expectations, a well-developed sense of pastoral care, and values that underpin all that we do. Above all else at Raleigh and Admirals we have a strong sense of community in which our children can grow. We seek to develop the whole child, so that ultimately he or she can enter the fast-changing world with confidence and ready to make a really positive contribution where they are **aspirational, respectful and kind**.

Disadvantaged pupil performance and positive learning behaviours are monitored through robust academy systems, rewarding and applauding success of all kinds whenever possible. Staff at our Academy's ensure that Disadvantaged pupils remain a high-profile priority within their time with us through the identification and monitoring of academic performance, well-being, attendance and behaviour. This will ensure that all stakeholders are focussed on reducing the difference between Disadvantaged and all other pupils.

The Academy's current Pupil Premium Strategy is designed to identify and intervene with Disadvantaged pupils who are falling behind when compared to their peers. The strategy demonstrates the Academy's belief that all students should have access to Quality First Teaching (QFT) and wrap around pastoral support. This is further enhanced through the provision of additional tuition through a blended face-to-face and in some cases, remote provision.

Where there is a high level of need the well-being of the children in our care is a major priority for both Academy's. The pastoral support that will offer is of high quality, providing support that is targeted to meet the needs of all children. A dedicated team are available to all pupils, their approach to Nurture is extremely strong and they have close links with external agencies and support providers.

As well as our tailored strategy at Raleigh and Admirals, we are forever mindful and aware of our commitment to EMAT's vision for children and young people receiving Pupil Premium funding

- ***Our vision for all young people attending a Trust academy is for them to achieve well, be happy and safe***
- ***Our core belief is that all pupils have a right to an ambitious and knowledge-rich curriculum – ‘the best that has been thought and said’***
- ***This vision applies equally to all pupils including those who are disadvantaged. We have a responsibility to ensure that all pupils are provided with the education, experiences and skills to lead full and meaningful lives, without constraint or cap to their ambition***
- ***We seek to be an acknowledged local beacon of excellence in provision for all of our pupils. We aim to be the provider of choice for parents and families***

In order to achieve this vision, we will:

- ***Ensure that Quality Teaching is at the heart of our practice***
- ***Continually seek to invest in staff, resources and expertise to improve our offer***
- ***Be outward looking, working in close partnership with local agencies and other providers***
- ***Ensure our curriculum is inclusive and accessible, whilst still maintaining high expectations***
- ***Match the need for strong classroom climate with an understanding and appreciation of how to best support disadvantaged pupils***
- ***Seek out and respond to feedback from all key stakeholders (parents, pupils, staff, local community)***
- ***Carry out an annual review of the Pupil Premium strategy for each academy***
- ***Use the tools identified in the EEF guidance document “Using your pupil premium funding effectively; Steps for developing an effective pupil premium strategy” to ensure best practice rooted in research***



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### Challenges

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

Challenge number	Detail of challenge
1	Historical attainment gaps for disadvantaged pupils, particularly in KS2 Maths and R/W/M Combined.
2	There is a recent disparity between strong KS1 outcomes and less consistent KS2 progress for PP pupils
3	Disadvantaged boys underperforming in Reading and Writing
4	Low attendance and high persistent absence in FSM and SEND pupil groups
5	Low participation in Greater Depth outcomes for PP pupils
6	Limited cultural capital and lower uptake of enrichment opportunities among PP pupils

### 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.

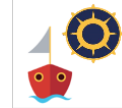
Intended outcome	Success criteria
Close the attainment gap in Reading, Writing and Maths (KS2)	<ol style="list-style-type: none"> <li>1. Raise PP Combined R/W/M from 31% to 50%.</li> <li>2. Raise PP Maths from 44% to 60%.</li> <li>3. Raise PP Writing from 69% to 75%.</li> </ol>
Increase EYFS GLD for PP pupils	<ol style="list-style-type: none"> <li>1. Raise EYFS GLD from 14% to 40%.</li> <li>2. Embed effective interventions such as Drawing Club and communication focus.</li> </ol>
Raise attendance of PP and SEND pupils	<ol style="list-style-type: none"> <li>1. Increase FSM attendance to at least 92.5%.</li> <li>2. Reduce persistent absence for FSM/SEND pupils to below 10%.</li> </ol>
Improve quality and consistency of interventions	<ol style="list-style-type: none"> <li>1. 100% of TAs to deliver tracked, structured interventions.</li> <li>2. QA to show consistent application and pupil progress.</li> </ol>
Raise the proportion of PP pupils achieving Greater Depth	<ol style="list-style-type: none"> <li>1. At least 10% of PP pupils to achieve GD in Reading and Writing.</li> <li>2. Implement stretch strategies and challenge tasks.</li> </ol>
Build cultural capital and enrichment access	<ol style="list-style-type: none"> <li>1. All PP pupils to participate in at least two enrichment activities.</li> <li>2. Monitor uptake of trips, clubs, and leadership roles.</li> </ol>
Strengthen curriculum continuity between KS1 and KS2	<ol style="list-style-type: none"> <li>1. Transition tracking shows no drop in progress.</li> <li>2. Moderation practices aligned between phases.</li> </ol>
Improve engagement of PP families and reduce barriers to attendance	<ol style="list-style-type: none"> <li>1. Minimum two personalised touchpoints per term for all FSM/SEND families.</li> <li>2. Action plans in place for PA families.</li> </ol>



## Activity in this academic year: 2025/26

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Challenges:	Planned activity & approaches:	Evidence that supports this approach from Education Endowment Foundation (EEF) research:
Attainment gaps in KS2 (Reading, Writing, Maths)	<ul style="list-style-type: none"> <li>• Structured small group tuition</li> <li>• Diagnostic assessments</li> <li>• Reading comprehension strategies</li> </ul>	EEF: Reading comprehension = +6 months; targeted interventions highly effective for closing attainment gaps.
Disparity between KS1 and KS2 progress	<ul style="list-style-type: none"> <li>• Strengthen Y2–Y3 transition</li> <li>• Align curriculum expectations</li> <li>• Maintain consistent pedagogy (e.g. phonics, maths mastery)</li> </ul>	EEF: Consistent teaching and aligned curriculum approaches help sustain progress. Transitions are key in early KS2.
Disadvantaged boys underperforming in Reading/Writing	<ul style="list-style-type: none"> <li>• Use texts that appeal to boys</li> <li>• Reading buddies and peer reading</li> <li>• Promote reading for pleasure with male role models</li> </ul>	EEF: Reading comprehension strategies effective; parental engagement boosts literacy, especially with reluctant readers.
Low attendance and persistent absence (FSM/SEND)	<ul style="list-style-type: none"> <li>• Attendance mentoring and home contact</li> <li>• Family support plans</li> <li>• DSL check-ins and tracking</li> </ul>	EEF: Targeted parental engagement and responsive interventions have emerging evidence of improving attendance.
Low Greater Depth outcomes among PP pupils	<ul style="list-style-type: none"> <li>• Stretch and challenge journals</li> <li>• Targeted GD small groups</li> <li>• Within-class flexible grouping</li> </ul>	EEF: Within-class grouping = +2 months; high expectations and structured challenge support higher attainers.
Inconsistent intervention & TA delivery	<ul style="list-style-type: none"> <li>• TA CPD focused on delivery fidelity</li> <li>• Progress tracking for interventions</li> <li>• Embed within-class link to curriculum</li> </ul>	EEF: Structured TA-led interventions show +4 months if well trained and monitored.
Limited enrichment/cultural capital	<ul style="list-style-type: none"> <li>• Ensure PP access to clubs and trips</li> <li>• Curriculum-linked enrichment</li> <li>• Track pupil participation and inclusion</li> </ul>	EEF: Enrichment activities and extended time show positive impact; boost motivation and social skills.
Behaviour, SEMH needs & family engagement	<ul style="list-style-type: none"> <li>• Regular key adult mentoring</li> <li>• Restorative practices</li> <li>• Social &amp; emotional learning (SEL) programs</li> <li>• Family workshops and SEMH plans</li> </ul>	EEF: Behaviour + SEL = +4 months; parental engagement effective in reducing barriers and building relationships.



## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the y/e 2024-25

Aims & Intended Outcomes	Outcomes and Evidence
<p>To improve the quality of teaching, so that all pupils are able to experience good quality provision that promotes excellent rates of progress and improved outcomes for all.</p>	<p>Staff coaching and deployment have strengthened. TAs deliver structured interventions more effectively (EMAT audit '25 and SLT QA), particularly in phonics. Half termly progress meetings identify PP gaps early, although QA shows variability in intervention impact across both sites.</p>
<p>To improve pupils' speaking and listening skills and their wider understanding of language in order to support the development of reading and writing of those eligible for PP so they can attain the 'expected' standard.</p> <p>To improve and develop the writing skills of those eligible for PP in EYFS, KS1 and KS2 so they can attain the 'expected' standard.</p> <p>Ensure that early reading &amp; phonics skills support pupils to achieve GLD. To improve the phonic and early reading skills of all those eligible for PP in EYFS, Key Stage 1&amp;2</p>	<p>Reading outcomes are improving (Pupil outcome analysis Summer '25).</p> <p>Year 6 PP pupils at Admirals performed strongly (Blended outcomes report 2024–25), while Raleigh shows strong phonics delivery via Little Wandle.</p> <p>Reading interventions are consistent and trackable. However, inconsistency remains in Years 3–5, where retention and decoding gaps are still apparent.</p> <p>Writing shows signs of improvement. Year 6 pupils show clear sentence structure and planning strategies (EMAT Audit June 2025), but expectations and pitch vary across earlier KS2.</p> <p>Foundation writing tasks are improving purpose and audience awareness, but feedback quality and stretch remain inconsistent in some books (Book look &amp; QA).</p>
<p>To improve and develop maths skills of PP children, particularly in KS2 so they can move closer to or achieve the 'expected' standard</p>	<p>Fluency work is embedded in KS1 and supported by NCETM and White Rose resources (EMAT Audit June 2025).</p> <p>Admirals' Year 6 outcomes were strong in arithmetic and reasoning (BLENDED OUTCOMES 2024–25).</p> <p>Fluency trackers are being used well, though further work is needed to challenge higher attaining PP pupils and close gaps from earlier years.</p>
<p>Improve the general conduct and learning behaviours of all PP pupils so that they are better equipped to access learning, and to understand the importance of positive learning attitudes</p>	<p>SEMH needs are high across the PP cohort. The Shemara provision was praised for calm, trauma-informed delivery (EMAT Audit, June 2025).</p> <p>Pastoral staff are proactive and known to pupils. Repeat incidents have reduced for high-profile children due to trusted adult assignment and structured responses logged in CPOMs.</p>
<p>Increased attendance rates for pupils eligible for PP</p>	<p>Disadvantaged pupil attendance remains below national expectations.</p> <p>At Raleigh, PP attendance was 88.2%, compared to 92.2% nationally (DfE similar schools report 2025), while Admirals was 92.9% (DfE similar schools report 2025).</p>



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	<p>Persistent absence continues to impact learning time, though attendance tracking, and family engagement have improved through DSL oversight. Further targeted actions are needed to shift attendance for vulnerable pupils.</p>
<p>Further develop a curriculum that must be well-sequenced and underpinned by an understanding of how children learn. It must be based on a rich conception of knowledge that includes the skills and attitudes that contribute to success of learners</p>	<p>PP pupils access the full curriculum, including CUSP/PKC subjects.</p> <p>Book looks show pupils retain key knowledge across topics. Pupil voice confirms a wider enrichment offer is being accessed.</p> <p>Tracking of PP participation in enrichment and trips is developing but requires sharper recording for future analysis (EMAT audit June '25 &amp; SLT evaluation).</p>
<p>Ensure that wider approaches outside of academic provision engage all pupils but support the most vulnerable children by offering them access to new experiences that include a full programme of focussed nurture support and enriched experiences and opportunities</p>	<p>The EMAT June 2025 audit praised the inclusive and responsive nature of provision for pupils with SEND and SEMH.</p> <p>Interventions are bespoke and trauma-informed, with pupils thriving in calm, purposeful environments.</p> <p>There is clear evidence of social-emotional progress for high-need pupils supported through targeted use of PP funding.</p>