



Pupil Premium Strategy Statement (2024 – 2027)

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 academic year) 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 2025 - 2026

Detail	Data
School name	Ralph Butterfield Primary School
Number of pupils in school	311
Proportion (%) of pupil premium eligible pupils	11% 7% FSM (21 pupils) 2% CLA/AFC (5 pupils) 3% SERVICE (9 pupils)
Academic years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024 - 2027
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Lizzie Banbury, Headteacher
Pupil premium lead	Helen Stephenson, Deputy Headteacher
Governor / Trustee lead	John McGreevy, Inclusion and PP Governor

Part A

Funding overview 2025 - 2026

Detail	Amount	:
Pupil premium funding allocation this academic year	21 FSM/DPP @ £1515 (£31,815) 5 AFC/CLA @ £2630 (£13,150) 9 SERVICE @ £350 (£3,150) £48,115	
Recovery 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	Total: £48,115	

Pupil premium strategy plan

Statement of intent

Our aim is to eradicate the gap between disadvantaged and non-disadvantaged children. To meet this goal we must provide a high quality education where all learners are able to succeed and achieve. We will always seek to improve our performance, adapting to the changes and challenges we encounter to remove barriers that limit pupil performance. We will be relentless in our ambition to address the barriers to learning that some of our most disadvantaged children face. To achieve this we will ensure that we recruit and develop highly effective teachers who can best meet the needs of our children. Ambitious academic targets will continue to be set; this creates an aspirant culture in which children and young people are inspired to succeed, irrespective of their background. This will go hand in hand with our continued drive to raise the expectations of the local community which we serve by placing a high value on the importance of education. Engaging with parents, carers and

external agencies is critical in our work to break down and remove barriers. Our strategy will ensure we remain creative and innovative in our approach to supporting our most disadvantaged pupils. High quality pastoral and mental wellbeing support and wide-ranging interventions will foster our inclusive culture. A culture where personal growth, effort, progress and achievement are valued. We will maximise every opportunity within and beyond the school day to ensure every child is well supported to flourish, especially those who are the most disadvantaged. This is our vision to put children first, raise standards and transform lives.

Challenges

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

Challenge number	Detail of challenge
1	Social, Emotional and Mental Health (SEMH) needs, particularly in relation to self-esteem, self-regulation and relationships with friends, peers and adults
2	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils had been impacted due to Covid-19 closures, to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in maths and English. We therefore need to ensure that teaching and learning incorporates evidence based pedagogy to ensure that it meets the needs of all learners and as a result children know more, remember more and can do more.
3	Additional individual needs including SEND and other vulnerabilities including early language, speech and communication needs.
4	Some families are faced with difficult home circumstances, including such as mental health and emotional needs, which limits their capacity to support their child's learning and access to extra-curricular provision.
5	Attendance data can show that a number of disadvantaged pupils are classed as persistent absentees and are not therefore fully engaging with school life. This has a negative impact on their social and emotional development as well as academic progress. Attachment issues/separation anxiety can also be an issue for some children, which can also impact on attendance.
6	Difficult circumstances facing some parents which limit their capacity to support their child's learning: including financial difficulties.

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
All students in the target group who are currently underperforming because of the impact of their disadvantaged background will make rapid and sustained progress, leading to diminishing differences between their attainment and that of non-disadvantaged children in the school and all pupils nationally.	All children receiving wave 1 quality first teaching, accessing meaningful learning effectively. Evidenced through work scrutinies, learning walks, parent and pupil voice and data. % EXS+ to be above 80% in maths, reading, writing and phonics. Evidenced rapid progress for reception children in relation to speech, language, PSED, phonics and communication early learning goals. Year 2 phonic screening shows all FSM children pass threshold.
Pupils with SEMH needs will be happier within school and at home. Pupils with SEMH behavioural needs will be able to access provision without behaviour incidences.	Improved behaviour where there is an issue, positive impact on learning evident through outcomes and pupil voice. All children, who require it, receiving bespoke emotional support.
Parents with children adopted from care will feel better supported.	Parental voice, parents engaging positively with designated teacher for PLAC/LAC. Positive outcomes evident in pupil's work and attitudes to learning and interactions with others.
Children from disadvantaged backgrounds will have access to enrichment activities outside and during teaching hours. Inclusion and equality of opportunity for all including experiences, equipment and clothing.	Greater take up of clubs from pupil premium children, all children feel confident partaking in all activities. No children excluded from any activity, experience or trip due to financial barriers
Disadvantaged pupils attend school whenever they are able to.	The number of cases of avoidable persistent absenteeism reduces throughout each year and year on year, with sustained high attendance.

Activity in this academic year 2025 - 2026

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £24,115

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional teaching support and training in effective whole class strategies.</p> <p><i>Diminish differences between PPG and non-PPG pupils in school and nationally. Raise attainment and achievement in English and maths so that PPG pupils attain in line with their peers nationally, particularly at the 'expected standard' and 'greater depth' standard.</i></p>	<p>Quality first wave 1 teaching and learning supports all children to achieve the best that they can, with individual needs being carefully planned for and met. Bespoke additional teaching support alongside this, with clear communication between TAs and teachers and meaningful links made between whole class work and interventions, enhances this and increases the rate of progress, as evidenced on impact records in our school. 'The best available evidence indicates that great teaching is the most important lever schools have to improve outcomes for their pupils.' (EEF).</p> <p>Staff feedback</p> <p>Additional SEMH support</p> <p>Early language screening and synthetic phonic evidence</p> <p>High quality staff CPD improving Quality First Teaching</p> <p>Effective Professional Development</p>	1 - 6

<p>Purchase of resources to support the above as appropriate.</p> <p><i>To enhance the high quality teaching and increase engagement in and enjoyment of learning.</i></p>	<p>High quality resources support the teaching strategies and offer a wider variety of teaching and learning to engage and enthuse children in their learning.</p>	1 - 6
<p>Promote wellbeing and resilience including training for staff on how best to support this.</p> <p><i>Happier, confident children with good self-esteem levels enjoy and engage with learning more.</i></p>	<p>Children deserve and need to have a good sense of wellbeing, self-esteem and resilience to engage well with learning, achieve, make continuous progress and improved life chances.</p> <p>Teachers need upskilling in ensuring they are using the best strategies to promote wellbeing and resilience in children.</p> <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>Improving Social and Emotional Learning in Primary Schools EEF</p>	1 - 6
<p>Pupil Premium Lead carefully monitors and tracks Pupil Premium children so that they are all cared for, each individual's needs are identified and met.</p> <p><i>Pupil Premium funding spent in targeted way for the best outcomes for children.</i></p>	<p>PP Lead to monitor PP children's wellbeing and track data alongside class teachers. PP Lead to identify areas of spending for best benefit for the PP children and really target individual needs, including working closely with the Inclusion Lead and ELSA to do so. Consider how other children, particularly those who are vulnerable could also benefit through PP funding.</p> <p>The ongoing rigorous evaluation of pupils' attainment, barriers to learning and needs is essential:</p> <p>EEF Guide to Pupil Premium</p>	1 - 6
<p>Purchase of standardised diagnostic assessments.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p>	2, 3

<i>Training for staff to ensure assessments are interpreted and administered correctly.</i>	Diagnostic assessment EEF	
Purchase of additional 'Little Wandle' resources to support 'keep up' and 'catch up' DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.	<p>Phonics has a positive impact with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Teaching and Learning Toolkit EEF</p>	2, 3

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

Budgeted cost: £12,000

	Evidence that supports this approach	Challenge number(s) addressed
<p>Personalised provision for pupil premium children who are also SEND and/or PLAC/LAC</p> <p><i>TA group support and some 1:1 provision for meeting individual needs</i></p>	<p>This smaller 1:1 and group work can be significant in enhancing and improving children's understanding and confidence and for meeting very specific needs that will support them in the classroom.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</p> <p>Oral language interventions Teaching and Learning Toolkit EEF</p>	1, 2, 3, 5
Group and 1:1 ELSA support.	<p>Evidence from in school and external experts show this level of bespoke intervention works.</p> <p>Improving Social and Emotional Learning in Primary Schools EEF</p>	1 - 6

<i>To improve wellbeing in children and develop social interaction skills and coping strategies.</i>	Oral language interventions Teaching and Learning Toolkit EEF	
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions: Phonics Teaching and Learning Toolkit EEF Oral language interventions Teaching and Learning Toolkit EEF	1 - 3
Booster group sessions will be provided through the school to mitigate against core learning in either English or Maths. <i>A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</i>	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind. Small group tuition Toolkit Strand Education Endowment Foundation EEF Improving Mathematics in Key Stages 2 and 3 Mathematics guidance: key stages 1 and 2	1, 2, 3

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

Budgeted cost: £12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increased attendance rates for the children on track for PA. <i>First day response provision. Half termly review with parents contacted</i>	This approach has worked for PP children in school. Embedded principles of good practice set out in the DfE's Improving School Attendance advice.	1, 2, 3, 4 ,5

<i>where attendance falls below 90%. In addition to school support, and if required, the school will gain additional support from the LA Attendance Officers and Early Help.</i>		
Purchase bikes and helmets for PP children. <i>Confident access to cycling proficiency</i>	Wellbeing of the child and inclusivity and equality for all.	1, 4, 5 ,6
Purchase of additional reading books for PP children who lack these at home. <i>Remove this financial barrier to reading at home for pleasure and progress.</i>	Reading is a leisure activity that promotes wellbeing in addition to supporting academic progress in reading. For young children, promoting shared book reading should be a central component of any parental engagement approach. Home learning activities such as practising letters and numbers, are also linked to improved outcomes. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents	1, 2, 4, 5 ,6
Pay for residential trip for Y6 PP children and others who struggle financially. <i>All children enjoy the experience and to remove financial barrier.</i>	Equality and inclusivity	3, 4, 6
Free School Meals <i>Children have enhanced wellbeing, and have access to the same opportunities as peers with enrichment activities</i>	Equality and inclusivity, improved sense of wellbeing	1, 4, 5, 6
Free uniform and milk <i>Children have enhanced wellbeing, and have access to the same opportunities as peers with enrichment activities</i>	Equality and inclusivity	1, 4, 5, 6

Free club <i>Children have enhanced wellbeing, and have access to the same opportunities as peers with enrichment activities</i>	Equality and inclusivity, improved sense of wellbeing and enjoyment	4, 5, 6
Pupil Premium Leader Role - leading on PPG and attendance.	Strategic leadership of these vulnerable children is required to ensure they achieve well. Pupil Premium Lead takes a proactive role in supporting vulnerable families (including attendance).	1 - 6
Designated Teacher - leading on PLAC/LAC.	Strategic leadership of these vulnerable children is required to ensure they achieve well. Designated teacher takes a proactive role in supporting vulnerable families.	1 - 6
Inclusion Leader - leading on SEMH and SEND support.	Strategic leadership of these vulnerable children is required to ensure they achieve well. Inclusion Leader takes a proactive role in supporting vulnerable families.	1 - 6

Total budgeted cost: £48,115

Part B: Review of outcomes in the previous academic year 2024 - 2025

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

Intended outcome	Success criteria	As of July 2025:
All students in the target group who are currently underperforming because of the impact of their disadvantaged background will make rapid and sustained progress, leading to diminishing differences between their attainment and that of non-disadvantaged children in the school and all pupils nationally.	All children receiving wave 1 quality first teaching, accessing meaningful learning effectively. Evidenced through work scrutinies, learning walks, parent and pupil voice and data. % EXS+ to be above 80% in maths, reading, writing and phonics.	See breakdown of outcomes below.
Children with SEMH needs to be happier and healthier	Improved behaviour where there is an issue, positive impact on learning evident through outcomes and pupil voice. All children who require it receiving bespoke emotional support.	Feedback from both staff and parent/carers, and observations indicated that the mental wellbeing of parents and our families is still a cause for concern and additional support is required. We used pupil premium funding to provide wellbeing support and personalised pastoral support, in conjunction with other agencies and professionals, for all pupils, and targeted interventions where required.
Parents with children adopted from care will feel better supported	Parental voice, parents engaging positively with designated teacher for PLAC/LAC. Positive outcomes evident in pupil's work and attitudes to learning and interactions with others.	Feedback from parents of children adopted from care indicate that the parent/cares and children feel better supported. Positive relationships built between staff, Designated Teacher, families and children.

Children from disadvantaged backgrounds will have access to enrichment activities outside and during teaching hours. Inclusion and equality of opportunity for all including experiences, equipment and clothing	Greater take up of clubs from pupil premium children, all children feel confident partaking in all activities. No children excluded from any activity, experience or trip due to financial barriers	All Year 6 children attended the Year 6 residential. All Pupil Premium children have had the opportunity to attend an extra – curricular club. The number who took up increased compared to previous years.
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DATA (2024- 2025)

2024 - 2025 End of KS2 attainment

Individual Pupil Premium children's profiles are scrutinised by SLT and governance. Significant progress is made for all of our pupil premium pupils due to close monitoring and prioritisation of support. Pupil achievement and academic progress outcomes show that the disadvantaged gap is closing as the children move through school, with a high proportion of Year 6 children reaching expected national thresholds.

2025 Data

Year 6 Reading DATA

90% achieved expected standard or above. 4/7 57% - *Pupil Premium children*

Year 6 SPAG DATA

- 88% achieved expected standard or above. 4/7 57% - *Pupil Premium children*

Year 6 Maths DATA

- 88% achieved expected standard or above. 3/7 43% - *Pupil Premium children*

Year 6 Writing DATA

- 96% achieved expected standard or above. 5/7 71% - *Pupil Premium children*

Years 1 – 5, progress has been made in closing attainment gaps in R, W & M across the school throughout the 2024/25 academic year. Significant progress made for some pupils with SEMH needs (not just academic but most notably readiness to learn).

Reception Data July 2025

3/4 Reception PP children 100% achieved GLD. The 1 child who did not achieve GLD did not complete the EYFS Curriculum.

DATA (2023- 2024)

2023 - 2024 End of KS2 attainment

Individual Pupil Premium children's profiles are scrutinised by SLT and governance. Significant progress is made for all of our pupil premium pupils due to close monitoring and prioritisation of support. Pupil achievement and academic progress outcomes show that the disadvantaged gap is closing as the children move through school, with a high proportion of Year 6 children reaching expected national thresholds.

2024 Data

Year 6 Reading DATA

93% achieved expected standard or above. 5/6 83% - *Pupil Premium children*

Year 6 SPAG DATA

- 93% achieved expected standard or above. 5/6 67%, 2/6 33% GDS - *Pupil Premium children*

Year 6 Maths DATA

- 89% achieved expected standard or above. 3/6 50% - *Pupil Premium children*

Year 6 Writing DATA

- 93% achieved expected standard or above. 5/6 83% - *Pupil Premium children*

Years 1 – 5, progress has been made in closing attainment gaps in R, W & M across the school throughout the 2023/24 academic year.

Significant progress made for some pupils with SEMH needs (not just academic but most notably readiness to learn).

Reception Data July 2024

2 Reception PP children 100% achieved GLD.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Little Wandle - SEND	Little Wandle Phonics
Wellcom	City of York Council
Early Talk for York	City of York Council
NESSY	NESSY
WIDGIT	WIDGIT