

Pupil premium strategy statement – Richard Lander 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	1569
Proportion (%) of pupil premium eligible pupils	21%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024/2025-2026/2027
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Steve Mulcahy
Pupil premium lead	Leanne Hawke / Nicola Kirby (cover)
Governor / Trustee lead	To be confirmed

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£382,005
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 34,300
Total budget for this academic year <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>	£416,305

Part A: Pupil premium strategy plan

Statement of intent

Richard Lander School is founded on the principles of respect, hard work and ambition. Our aim is to enable every student to achieve to the best of their ability and to grow in confidence, self-esteem and maturity.

Through a vibrant curriculum, a wealth of extra-curricular activities and many opportunities to develop student leadership, we ensure students are well prepared for their next steps in education and beyond, keen to make a positive difference to the world in which they live. Helping students become 'the best they can be' is the hallmark of all our work. Beyond the curriculum, there is a rich offer of activities, helping students develop confidence, teamwork and commitment.

Our intention is that all of our students, regardless of starting points or barriers to learning, are successful, academically, socially and emotionally. We believe that every student has something special to offer and it is important to let this gift shine and flourish; be this in academic study, on the sporting field, in the creative arena, or any other aspect of school life. Our aim is to send well rounded, community minded young adults out into the next stage of their lives.

The Richard Lander Vision is to be the best you can be. This is underpinned by our three core values of respect, ambition, and perseverance with an overall mission for every student to aim for excellence as every moment counts.

Our PP strategy plan aims to ensure that every child within the school has the opportunity to thrive in their area of excellence with the support, advice and guidance required to achieve. We pride ourselves on offering bespoke support tailored to the needs of the individual at the time, adapting and re modelling as required to best suit the student and their family.

Our pupil premium strategy plan works towards achieving this by taking a Universal, Targeted and Wider strategy approach, which includes identified challenges and intended outcomes for both KS4 and KS3 students. Ultimately, we want to continue making more progress with our disadvantaged students than non-disadvantaged students do nationally.

Challenges

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

Challenge number	Detail of challenge
1	Attainment and progress of disadvantaged pupils are generally lower than their peers (in line with the national trend). A8 and P8 gaps between disadvantaged and non-disadvantaged students is an ongoing area of focus.
2	Reading age of some disadvantaged students is below their chronological age.
3	The wider staff team may not all recognise the importance of knowing who their PP students are, in order to plan for them strategically. Some staff are still unaware of the reason for their students PP status and the potential issues this could pose.
4	Parental engagement is an issue with some hard to reach families (not just PP) despite regular communication and planned interventions. We will be working with the LA Parental Engagement Framework to support us with this.
5	Persistent absence among disadvantaged pupils remains a significant barrier to learning. National data shows that pupils eligible for Pupil Premium typically have lower attendance than their peers, which impacts progress and attainment. Our objective is to ensure that attendance for Pupil Premium students at Richard Lander School is consistently high and that the gap between PP and non-PP students is reduced to well below the national average.
6	Lack of resources at home to support our young people in accessing the in classroom learning, and other out of the classroom opportunities available to them.
7	Behaviour expectations falling below the standard expected to achieve their best and negatively impacting student progress.

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
1: Improved Reading Ages	Students with a reading age below their chronological age will have increased their reading age to be working towards or at their chronological age; to improve the Standard Age Scores across the PP cohort.

<p>2: Improved Disadvantaged P8 and A8 GCSE exam scores</p>	<p>KS4 performance measures in 2026 demonstrate that disadvantaged pupils' Attainment 8 remains significantly above the national disadvantaged average.</p> <p>The in-school Attainment 8 gap between disadvantaged and non-disadvantaged pupils narrows across all elements (English, maths, EBacc and open).</p> <p>Progress will be tracked internally using SISRA/assessment points, as Progress 8 is not available for 2025/26.</p>
<p>3: Whole school culture of Belonging and Inclusion</p>	<p>Tutors / teachers be able to identify and know the Pupil Premium students in their groups. Tutors / teachers should be able to demonstrate an understanding of why, knowing how to support individual students is so important. Teachers should be able to demonstrate knowledge of this during learning walks, book monitoring, ensuring department development plans incorporate strategic support for their PP students.</p> <p>Students access trips and experiences, receive support with uniform and school equipment.</p>
<p>4: Parental engagement and effective behaviour for learning</p>	<p>Parent engagement: increased attendance at parents' evenings/meetings and improved response rates to school communications; parent survey shows improved confidence in school support.</p> <p>Behaviour for learning: reduction in behaviour incidents/removals/suspensions for disadvantaged pupils and a narrowing gap vs non-disadvantaged; exclusions remain at or below local/national patterns.</p>
<p>5: Attendance to be in line with or better than national</p>	<p>By 2026/2027, disadvantaged pupils' overall attendance is at or above the national average and persistent absence is reduced to at or below the national rate.</p>
<p>6: Exam exposure</p>	<p>By 2026/2027, all Pupil Premium KS4 pupils have equitable access to exam preparation (revision guides/materials, structured tutor-time revision, and ICT support where needed) and demonstrate increased exam readiness, evidenced by: 100% receiving key resources; barriers to access (ICT/transport/materials) removed promptly; high participation in planned revision and intervention sessions, and mock exams.</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: £140,806

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional staff in English and maths	Research from the Education Endowment Foundation (EEF) and the Department for Education (DfE) shows that high-quality teaching is the most effective way to improve outcomes for disadvantaged pupils . Increasing staffing in English and maths enables smaller groups and targeted interventions, which accelerate progress in core subjects.	1, 2, 5
Regular CPD to Develop Teaching and Learning	We provide ongoing, evidence-informed CPD focused on improving classroom practice, pedagogy, and behaviour management. This ensures staff have the skills to deliver high-quality teaching and maintain consistent routines across the school. The EEF identifies high-quality teaching as the most effective lever for improving outcomes for disadvantaged pupils, and its Improving Behaviour in Schools guidance highlights that clear expectations and consistent approaches are key to protecting learning time. Regular CPD supports staff to embed these strategies, strengthening classroom practice and reducing barriers to learning.	1
PP department development plans	Whole school monitoring with a view to improved outcomes via curriculum models.	2, 3, 5
PP department and whole school monitoring including Learning walks, book reviews and student voice	Whole school monitoring with a view to improved outcomes via curriculum models.	2, 3, 5

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

Budgeted cost: £76,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
English and maths intervention	EEF evidence shows that small-group tuition can add around four months' progress, while one-to-one tuition delivers about five months' progress, especially when sessions are regular, structured, and linked to classroom teaching. The DfE's Tutoring Guidance also identifies tutoring as a high-impact, cost-effective strategy for closing attainment gaps. Tutoring: guidance for education settings	1, 2
Structured interventions for identified students, designed to improve access to academic learning.	Structured interventions that develop essential learning skills—such as written fluency, motor coordination, communication, and self-regulation—are strongly supported by research. The Education Endowment Foundation finds that small-group tuition and targeted support can add four months' progress when tailored to need. The EEF also highlights approaches like meta-cognition and self-regulation as highly effective for improving learning.	1, 2
Targeted Literacy Interventions: Thinking Reading/ Read Write Inc	Delivering high-quality literacy programmes such as Thinking Reading and Read Write Inc. is strongly supported by evidence. Thinking Reading uses diagnostic assessment and structured one-to-one teaching to build comprehension, fluency, and vocabulary—approaches shown by the Education Endowment Foundation to add around seven months' progress. Read Write Inc. provides systematic synthetic phonics and Fresh Start for older pupils, with EEF evaluations reporting an average of three months' additional progress in reading. Together, these programmes strengthen decoding and comprehension skills, enabling students to become confident, independent readers—benefits that extend across the curriculum and beyond school.	1, 2

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

Budgeted cost: £164,999

Activity	Evidence that supports this approach	Challenge number(s) addressed
Bespoke interventions	<p>As required on individual basis; funding for therapeutic / alternative provisions: sea swimming, social prescriber, animal therapy, Breathe workshops, outdoor learning, mentoring through Dreadnought, Whitegold, ICT support packages, additionally including CIC and PLAC bespoke packages.</p> <p>Evidence supports using targeted, needs-led interventions to remove barriers to learning where universal provision is insufficient. The EEF’s evidence base indicates small positive impacts for mentoring and for approaches that strengthen behaviour/self-regulation and engagement.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions The EEF Toolkit also reports positive average impacts for outdoor adventure learning, and EEF guidance supports digital technology/ICT as beneficial when it improves teaching and access to learning.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</p> <p>For CIC/PLAC, DfE guidance emphasises that pupil premium (including PLAC) should be spent on evidence-informed interventions matched to individual need.</p> <p>GOV.UK+1</p>	1, 5
Attendance officer/ Pastoral support/ Belonging culture	<p>Poor attendance is strongly linked to lower attainment, and disadvantaged pupils are disproportionately affected. The DfE’s Working together to improve school attendance - GOV.UK guidance states that consistent attendance is essential for academic success and wellbeing. Research shows that pupils missing 10% or more of school time are significantly less likely to achieve expected standards in English and maths. The EEF also highlights that wider strategies addressing non-academic barriers—such as pastoral support and building a sense of belonging—can improve engagement and attendance, which in turn supports learning.</p>	4, 5

Curricular resources	<p>We provide essential resources—such as food ingredients for practical curriculum lessons, curriculum equipment and resources, revision guides, uniform, and support access to trips, music lessons etc—to remove financial barriers and ensure full participation in school life. The EEF notes that while uniform alone has limited academic impact, supporting families to afford it promotes inclusion and belonging (EEF: School Uniform). For secondary pupils, extracurricular activities such as music and trips are linked to improved attainment and wellbeing. Research from the Education Policy Institute (EPI) shows that participation in school-based clubs is associated with higher academic outcomes and progression to further education Access to extra-curricular provision and the association with outcomes - Education Policy Institute. Similarly, studies published in the Harvard Educational Review highlight that extracurricular engagement helps close attainment gaps for disadvantaged students Extracurricular School Activities: The Good, the Bad, and the Nonlinear Harvard Educational Review. These strategies align with the EEF’s tiered approach to Pupil Premium, addressing non-academic barriers to learning through wider strategies.</p>	1 – 6 inclusive
Non-teaching, PP Effective Learning Mentor.	<p>Approach: Student drop-ins, supporting lesson attendance and engagement, liaising with families to raise awareness of the mentor role, and delivering targeted intervention sessions for pupils identified through need analysis. The mentor acts as a bridge between PP students and staff, promoting access to learning and wellbeing support.</p> <p>Evidence: The EEF highlights that social and emotional learning interventions and mentoring can improve pupil engagement and attainment, particularly for disadvantaged learners. These approaches help address non-academic barriers such as attendance, confidence, and behaviour, which strongly influence academic success. While small-group tuition is effective for academic catch-up, mentoring complements this by improving readiness to learn and sustaining progress.</p>	1-6 inclusive
Embed consistent whole-school routines and increase	<p>Clear expectations, explicitly taught routines, and whole-school consistency are proven to improve behaviour and protect learning time. The EEF’s Behaviour Interventions Toolkit reports that well-implemented behaviour strategies can deliver an average gain of +3 months in pupil</p>	1, 3, 5

<p>Pastoral Manager in-class presence to reduce disruption, support behaviour regulation, and protect learning time. Track incidents, removals and suspensions (including disadvantaged gaps) to evaluate impact and ensure exclusions remain in line with county trends.</p>	<p>progress, with stronger staff training and consistency increasing effectiveness. The EEF guidance report <i>Improving Behaviour in Schools</i> emphasises that ‘Consistency is key’—a unified approach across the school ensures fairness, clarity, and efficient use of learning time. Additionally, targeted behaviour interventions—particularly those that teach pupils self-management and social-emotional skills—are linked to improved attitudes, engagement, and academic outcomes, with structured approaches yielding around +3 months progress. [educatione...ion.org.uk], [Behaviour...erventions] [educatione...ion.org.uk], [d2tic4wvo1...dfront.net] [educatione...ion.org.uk], [educatione...ion.org.uk]</p>	
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Total budgeted cost: £382,005

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

KS4 disadvantaged outcomes (2024/25 cohort) — published measures and benchmarks

KS4 measure	RLS disadvantaged	Local authority (non-disadvantaged)	England (non-disadvantaged)	England disadvantaged (national)
Attainment 8 score	29.5	48.8	50.3	34.9
% grade 5+ in English & maths	14.6%	49.6%	52.8%	25.6%
% entered for EBacc	16.7%	31.7%	45.0%	29.0%
EBacc APS	2.35	4.22	4.49	3.02

SISRA Progress 8 and in-school gap

Measure	Disadvantaged	Non-disadvantaged	SISRA Collaborative benchmark	Dis vs Non gap
SISRA Attainment 8	29.58	55.44	46.15	25.86 pts
SISRA progress 8	-1.18	+0.19	+0.01	1.37
Pupils included / coverage	44 / 91.7%	205 / 88.4%	—	—

(For context: disadvantaged SISRA P8 -1.18 vs benchmark +0.01 = -1.19; non-disadvantaged SISRA P8 +0.19 vs benchmark +0.01 = +0.18.)

Published KS4 performance data for 2024/25 shows that 48 disadvantaged pupils were included in the cohort. Disadvantaged pupils achieved an Attainment 8 score of 29.5, below the England disadvantaged average (34.9) and substantially below local authority non-disadvantaged (48.8) and England non-disadvantaged (50.3) benchmarks. 14.6% of disadvantaged pupils achieved grade 5+ in GCSE English and

maths, compared with 25.6% nationally for disadvantaged pupils and 49.6% locally / 52.8% nationally for non-disadvantaged pupils. EBacc engagement and outcomes were also lower, with 16.7% entered for EBacc (England disadvantaged 29.0%) and an EBacc APS of 2.35 (England disadvantaged 3.02; local non-disadvantaged 4.22; England non-disadvantaged 4.49).

As pupils in this cohort experienced some disruption earlier in their schooling due to Covid-19, this may have affected pupils and schools differently. In addition to published measures, outcomes were reviewed through internal summative and formative assessment and SISRA analysis. Progress 8 is not available, so we used SISRA Progress 8 (Collaborative) as a progress proxy: disadvantaged pupils had an average progress indicator of -1.18 (44 pupils) compared with +0.19 for non-disadvantaged pupils (205 pupils; 88.4% coverage), indicating a substantial in-school gap in progress and attainment alongside the published attainment gaps.

These findings have informed the current strategy focus on improving attendance and engagement, strengthening behaviour for learning, increasing exam readiness/exposure, and providing targeted academic support to narrow disadvantaged gaps.

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
Thinking Reading	James Murphy Associates