



The Richmond upon Thames School (RTS)

Pupil Premium Strategy 2025 - 2028

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged students.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged students last academic year.

School overview

| Detail | Data |
|--------------------------------------------------------------------|--------------------------------------------------|
| Number of students in school | 761 |
| Proportion (%) of pupil premium eligible students | 22.6% |
| Academic years that our current pupil premium strategy plan covers | 2025 - 2028 |
| Date this statement was published | 19 December 2025 |
| Date on which it will be reviewed | December 2026 |
| Statement authorised by | K Dooley, Head Teacher |
| Pupil premium lead | B Reynolds, Assistant Head Teacher |
| Trustee lead | M Walia, Chair of Quality of Education Committee |

Funding overview

| Detail | Amount |
|-----------------------------------------------------------|-----------------|
| Pupil premium funding allocation this academic year | £197,515 |
| Pupil premium funding carried forward from previous years | £0 |
| Total budget for this academic year | £197,515 |

Part A: Pupil premium strategy plan

Statement of intent

The Richmond upon Thames School's motto, 'Excellence through Endeavour', captures the essence of our ambition for every single student. We recognise that in order to be academically successful, young people require a bespoke and unwavering commitment to ensure, regardless of their academic starting point or background, they are not disadvantaged and are provided every opportunity to unlock success.

Our current pupil premium strategy plan is focussed on 3 specific aspects of academic school life, and is informed by previous iterations of the strategy as well as current priorities:

- **Student outcomes - *Achieve***

Improving outcomes for Pupil Premium students is a priority within the strategy document because it reflects our commitment to equity, inclusion, and the belief that every child, regardless of background, deserves the opportunity to succeed. National and local data consistently show that disadvantaged students often face barriers that can limit academic progress, wellbeing, and long-term life chances. By focusing on targeted support, high-quality teaching, and evidence-informed interventions, the strategy ensures that resources are directed where they will make the greatest impact. Prioritising Pupil Premium outcomes not only helps close attainment gaps but also strengthens the overall effectiveness of the school, ensuring that success is shared across all groups of learners.

- **Student attendance - *Thrive***

Improving attendance for Pupil Premium students is a priority within the strategy document because consistent attendance is fundamental to securing strong academic progress, positive wellbeing, and long-term outcomes. Disadvantaged students are statistically more likely to experience barriers that lead to higher absence rates, which in turn widen attainment gaps and reduce engagement with learning. By focusing on attendance, the strategy ensures early identification of concerns, targeted family support, and clear, consistent expectations that help remove obstacles to regular school participation. Prioritising this area strengthens equity across the school and ensures that all students, regardless of background, have the stability and continuity needed to achieve their full potential.

- **A focus on School Values - *Belong***

The RTS 'Haka' is at the core of our vision for any student' experience at the Richmond upon Thames School. All students, regardless of background, should be in a position to recognise each line of our Haka within their school experience and wider growth and development:

- **Being a positive member of my community** means all students taking responsibility for actions and contributing to a supportive, respectful environment.
- **Believing in the power of effort** reminds students that hard work and perseverance help us to grow, improve, and overcome challenges.
- **Being an active participator** shows that students engage fully within learning and school life, taking opportunities to get involved and make a difference.
- **Being kind and happy** reflects each student commitment to treating others with respect

and creating a positive atmosphere within our school community.

- **Being confident** means trusting in students' abilities to approach new situations with courage and self-belief.
- **Being ready to learn** demonstrates that students come to school prepared, focused, and open to new ideas and experiences.

It is our mission to ensure all students have equal opportunities - and that any barriers, academic or otherwise, are removed. This strategy plan outlines the Richmond upon Thames School's continued commitment to reducing gaps in opportunity, success and academic rigour for the most disadvantaged in our community. Our ongoing commitment to reducing any gaps in academic success and personal development continues to be a school priority, as outlined in this strategy.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | <p>Outcomes - <i>achieve</i></p> <p>Year 11 GCSE demonstrates a gap between Pupil Premium (Attainment 8 54.0) and Non Pupil Premium Students (Attainment 8 37.0) and a gap between Progress between Pupil Premium recipient (-0.18) and Non Pupil Premium (+0.49) students. This is an improvement from the academic year 2024, where the gap in attainment was larger</p> <p>Furthermore, there is a gap in student attainment from year 7 onwards. KS2 Reading scores for students who are Pupil Premium (99.6) are lower than Non Pupil Premium (106.9). KS2 mathematics scores for students who are Pupil Premium (99.8) are lower than Non Pupil Premium (106.9).</p> |
| 2 | <p>Attendance - <i>thrive</i></p> <p>Attendance in the Academic year 2024/25 was lower for Pupil Premium students (90.7%) than Non - Pupil Premium (95.85%). While this is an improvement on Pupil Premium attendance in the Academic year 2023/24, the national average for attendance was 92.3%.</p> <p>In the Academic year 2024/25, Persistent Absentee students (14.7%) improved from the academic year 2023/24 (18.7%), significantly below the national average (21.1%). This improvement is clearer within pupil premium students, where persistent absentee students (30.0%) improved by 8% from the academic year 2023/24 (national average 34.5%)</p> |

| Challenge number | Detail of challenge |
|------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | There are a smaller group of students, whose attendance significantly alters the overall attendance figures |
| 3 | <p>A focus on School Values - <i>Belong</i></p> <p>Students who are Pupil Premium are more likely to face barriers such as poverty, limited access to resources, unstable home environments, or social exclusion. These students frequently struggle not because of a lack of ability or motivation, but because external circumstances create persistent obstacles to their academic, social, and emotional development. A renewed, and specific focus on community values within our school Haka.</p> <p>Data from student voice (PASS) 2024/25 highlight Pupil Premium students generally have lower feelings about school, general work ethic and preparedness for learning.</p> <p>Overcoming this challenge means that the Richmond upon Thames School will place significant emphasis on building strong community values such as respect, inclusion, collaboration, and civic responsibility. These values are intended to provide students with a sense of belonging and shared purpose.</p> |

Intended outcomes

Explanation of 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. <i>Continue to close the disadvantage gap in attainment and progress - achieve</i> | <p>1.1 Disadvantaged P8 at/above national each year; Progress gap Less than 0.25 by 2027.</p> <p>1.2 Pupil Premium Attainment 8 gap closes; trends toward whole cohort attainment (51.4).</p> <p>1.3 Quality assurance recognises that adaptive teaching approaches ensure equal opportunities for all students.</p> <p>1.4 Student literacy gap narrows through Key Stage 3, resulting in positive internal progress and improved outcomes at KS4.</p> |
| 2. <i>Continue to improve attendance of Pupil Premium Students - Thrive</i> | <p>2.1 Attendance in all year groups exceeds national averages for pupil premium students.</p> <p>2.2 A reduction in persistent absenteeism in Pupil Premium Students over time.</p> <p>2.3 Where complex attendance issues arise, strategies are put in place, alongside external agencies if appropriate, to ensure all opportunities to combat lost learning are explored.</p> |

| Intended outcome | Success criteria |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>3. <i>Students develop a strong sense of belonging by engaging in and contributing to shared school values, fostering positive relationships and a supportive school culture. - Belong</i></p> | <p>3.1 All students are able to access the full curriculum and are not disadvantaged through a lack of correct equipment.</p> <p>3.2 Student voice demonstrates Pupil Premium students have high self efficacy, and have confidence in their abilities.</p> <p>3.3 Pupil Premium Students attend trips and visits which enrich the curriculum, and beyond.</p> <p>3.4 Pupil Premium students engage in the extra curricular through sporting endeavours or the creative and performative arts.</p> <p>3.5 Parental engagement of Pupil Premium Students is both positive and regular, with parents feeling a sense of belonging to the school community.</p> |

Activity in this academic year

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: £85,135

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|-------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| <i>Staff CPD - Adaptive teaching</i> | <ul style="list-style-type: none"> • EEF guide to the Pupil Premium (EEF;2025) • Using Pupil Premium: guidance for school leaders (DfE; 2025) • To address underachieving groups, teach everyone better (Sherrington; 2018) • Disadvantage: widening the lens (NGA;2025) • Effective Professional Development (EEF; 2021) <p>Supporting the attainment of disadvantaged students (DfE;2015)</p> | 1.3 |
| <i>'Disadvantage inquiry' December 2025 - December 2026</i> | | 1.4 |
| <i>Equipment support</i> | | 2.1 |
| | | 2.1 |
| | | 3.1 |

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

Budgeted cost: £73,400

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|-----------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Literacy intervention (Year 7) | <ul style="list-style-type: none"> • Updated guidance; (EEF;2025) • Educational outcomes across England (Nuffield Foundation;2025) • EEF guide to the Pupil Premium (EEF;2025) • Using Pupil Premium: guidance for school leaders (DfE; 2025) | 1.3 |
| | | 1.4 |
| | | 2.1 |
| | | 3.2 |
| Numeracy intervention (KS3) | | 1.3 |
| | | 1.4 |
| | | 2.1 |
| | 3.2 | |
| 'Boost' option to support LPA KS4 students in English and Mathematics | | 1.1 |
| | | 1.2 |
| | | 2.2 |
| GCSE targeted support intervention (English, maths, Science) | | 1.1 |
| | | 1.2 |
| | | 3.2 |
| 'Core Camp' half term support camps for English Maths and Science | | 1.1 |
| | | 1.2 |
| KS4 'Saturday session' programme of NEA support | | 1.1 |
| | | 1.2 |
| Alternative Provision | | 2.3 |

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

Budgeted cost: £38,980

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Uniform support | <ul style="list-style-type: none"> • Supporting School attendance (EEF; 2024) • Raise attendance through coaching (Dec 2024) • EEF guide to the Pupil Premium (EEF;2025) | 3.2 |
| | | 3.5 |
| Attendance incentives | | 2.1 |
| | | 2.2 |
| Inclusion team support | | 2.2 |

| | | |
|--------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
| | <ul style="list-style-type: none"> • Using Pupil Premium: guidance for school leaders (DfE; 2025) • Support school attendance (EEF;2024) | 2.3 |
| Enrichment offering for all students | | 3.2 |
| Trips and visits subsidies | | 3.4 |

Total budgeted cost: £197,515

Part B: Review of the previous academic year

Outcomes for disadvantaged students

Year 11 GCSE demonstrates a gap between Pupil Premium (Attainment 8 37.0) and Non Pupil Premium Students (Attainment 8 54.0) and a gap between Progress between Pupil Premium recipient (-0.18) and Non Pupil Premium (+0.49) students. This is an improvement from the academic year 2024, where the gap in attainment was larger. In addition, disadvantaged student Attainment 8 (37.0) is higher than the national average (34.9) and the gap has narrowed from the academic year 2023/24.

The starting point for disadvantaged students, and the scope of our strategy is based on:

- A gap in student attainment from year 7 onwards.
- KS2 Reading scores for students who are Pupil Premium (99.6) are lower than Non Pupil Premium (106.9).
- KS2 mathematics scores for students who are Pupil Premium (99.8) are lower than Non Pupil Premium (106.9).

In 2024/25 there was an improvement for Pupil Premium students' attendance compared to 2023/24. Attendance in 2024/25 was lower for Pupil Premium students (90.7%) compared to Non - Pupil Premium (95.85%) and lower than the national average of 92.3% for all students.

In the Academic year 2024/25, Persistent Absenteeism (14.7%) improved from the academic year 2023/24 (18.7%), and was significantly below the national average (21.1%). This improvement is stronger within pupil premium students, where persistent absenteeism was (30.0%) improved by 8% from the previous academic year and above the national average for this group (34.5%). The school notes that there are smaller groups of students (below 5), whose attendance significantly alters the school's overall attendance outcomes.

Externally provided programmes

Non-DfE programmes pupil premium in the previous academic year.

| Programme | Provider |
|-------------------|------------------------------|
| Harlequins Engage | Harlequins RFC |
| Bespoke Be Heard | Clarendon Secondary School |
| Boost | Hampton Youth Zone |
| WEXP | Heatham House Youth Services |
| Anstee Bridge | Achieving for Children |