



The RADY Project

At the start of the academic year 2025 to 2026, Paddox Primary school joined the next of cohort of schools participating in the RADY project.

What is the RADY project?

RADY - 'Raising the Attainment of Disadvantaged Youngsters'- is a long-term strategy developed by Challenging Education, to address the systemic issue of disadvantaged pupils having lower attainment than their non-disadvantaged peers. This project aligns closely with our school Pupil Premium Strategy and the School Development Plan.

The RADY project is funded by the Virtual School which is responsible for all children nationally who are either in care, have previously been in care or have a social worker. Through this project, school leaders have received training in the successful implementation of the RADY principles to improve disadvantaged outcomes.

Despite multiple government initiatives including the introduction of the pupil Premium funding formula in April 2011, the disadvantaged attainment gap has failed to close and over time has widened nationally. There are many varied and far-reaching factors which have been proven to impact the educational outcomes for children from lower socio-economic households. These include for example:

- Lack of cultural capital (opportunities to take part in a wide range of enrichment opportunities)
- Poor literacy and oracy skills
- Poor attendance due to ill health
- Untapped potential, so children are often starting at a lower point than their peers with further hurdles to overcome
- Lack of resilience leading to misconceptions and lack of drive to succeed.

The implications of these factors mean that disadvantaged children already have a lower prior attainment as their starting point than their non disadvantaged peers when they begin school and the gap often widens as they move through the school.

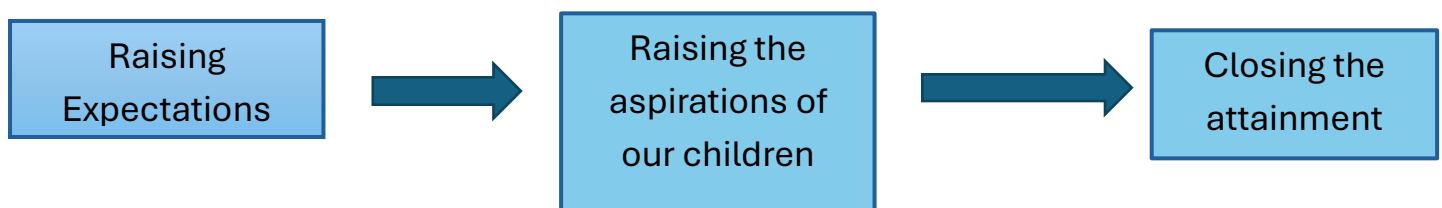
To address these factors, the RADY project is based on four key principles of the RADY pledge:

Our school pledges to take the following steps as part of the implementation of RADY to provide an equitable approach, resulting in improved outcomes for disadvantaged youngsters:

- An *uplift* will be applied for all disadvantaged youngsters at the start of the phase of education so that, if all children reach their increased target, attainment will be *equalised* by the end of the phase of education, and we can diagnose and address gaps in knowledge, skills and understanding at the earliest opportunity
- RADY will form the Golden Thread through the existing school development plan, resulting in all leaders driving RADY through their respective areas which will help to ensure that RADY becomes a sustainable approach that is embedded into the school culture
- RADY will permeate through our approach to teaching and learning to ensure that we have an equitable model to give more support, guidance, and challenge to our disadvantaged youngsters in all lessons
- We will work to achieve proportional representation for disadvantaged youngsters in all aspects of school life by the end of the first year of implementation so that our disadvantaged youngsters are challenged in lessons and engaging in wider experiences outside of the classroom that will develop their skills to be successful in life

As a result of all work on the principles above, all colleagues within the school will understand what RADY is and be able to articulate what we are doing as a school to increase the attainment of our disadvantaged youngsters by the end of the first year of implementation.

All staff have received training on how to implement the RADY principles in their classrooms so that in our first year of implementation, we are already seeing that our attainment gap is beginning to narrow. We are focused on



The development of one-page profiles for our disadvantaged pupils, has allowed staff to become more knowledgeable about the children's strengths and barriers to learning. We have created aspiring targets for the children and have allocated children a RADY learning partner to model positive learning behaviours. These have become central records of all the academic, pastoral and enrichment support that a disadvantaged child receives.

Through our equitable approach, we ensure that disadvantaged children are prioritised for live marking to enable misconceptions to be addressed and for appropriate challenge and support to be given. Staff are being relentless in their expectations and use effective assessment for learning to best support our vulnerable learners.

Although academic success is a top priority, both the RADY project and our Pupil Premium Strategy, ensures that disadvantaged children are engaged in all aspects of school life. In the first year of implementation, we have achieved proportional representation of disadvantaged pupils taking on leadership roles e.g. Makaton Ambassadors and representing the school at various stretch and challenge events. We have been able to support participation in a wide range of enrichment opportunities but there is still work to do.

As the RADY project continues to be embedded into the new academic year, our teacher champions at Paddox are being relentless in their expectations of our disadvantaged children and are continuing our efforts to close the attainment gap.

*A **teacher champion** is crucial for disadvantaged learners because they build vital relationships, provide **targeted support**, **increase aspirations**, and create safe, inclusive environments, directly combating achievement gaps by fostering **resilience and belief in success** where external barriers often exist.*

*They offer encouragement, clarity, and **high expectations**, which are especially impactful for students whose home environments lack similar support, boosting their engagement and likelihood of continuing education.*