

# Pupil premium strategy statement – Ridgeway Primary School

Before completing this template, read the Education Endowment Foundation's [guide to the pupil premium](#) and DfE's [pupil premium guidance for school leaders](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

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	176
Proportion (%) of pupil premium eligible pupils	14%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2025/26 – 2027/28
Date this statement was published	Dec 2025
Date on which it will be reviewed	June 2026
Statement authorised by	Iain Wilson (Head)
Pupil premium lead	Iain Wilson (Head)
Governor / Trustee lead	Ian Westwood (Gov)

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 43, 230
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£ 0
<b>Total budget for this academic year</b> <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>	£ 43, 230

# Part A: Pupil premium strategy plan

## Statement of intent

At Ridgeway Primary School, we believe that every child, regardless of background or circumstance, deserves equal access to a high-quality education that enables them to reach their full potential. Our mission—*driven by the joy of seeing our children develop, their sense of achievement, and the desire to make a lasting impact on their future through education*—underpins our commitment to narrowing the attainment gap and ensuring equity for all.

Our vision to *Ignite curiosity and Nurture growth* shapes our approach to supporting disadvantaged pupils. We aim to provide an inclusive, ambitious curriculum enriched with opportunities that inspire learning and celebrate individuality. Guided by our values—**Ambitious**, **Respectful**, and **Celebrating Difference**—we strive to create a culture where every child feels valued and empowered to succeed.

### Our Intent

- To ensure that all pupils, including those eligible for Pupil Premium funding, receive **Quality First Teaching** as the foundation for success. Research shows that excellent classroom teaching is the most effective way to improve outcomes for disadvantaged pupils.
- To provide targeted academic and pastoral support where needed, recognising that every child is unique and may require different levels of intervention.
- To allocate funding based on rigorous data analysis and ongoing assessment, ensuring that strategies are responsive to individual needs rather than assumptions.
- To enrich the curriculum with experiences that broaden horizons and foster curiosity, ensuring disadvantaged pupils have equal access to opportunities.
- To engage all stakeholders—staff, families, and the wider community—in a shared responsibility for pupil success.

### Our Approach

- **High-Quality Teaching:** Continuous professional development, collaborative coaching, and sharing of best practice to maintain and improve teaching standards.
- **Targeted Support:** Early interventions and personalised strategies to address barriers to learning, including academic and wellbeing needs.
- **Inclusive Opportunities:** Financial support and increased access to extracurricular activities, trips, and enrichment experiences for disadvantaged pupils.
- **Whole-School Culture:** A commitment from all staff to take responsibility for every child's progress, fostering ambition and respect while celebrating diversity.

### Our Goals

- Narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- Ensure all disadvantaged pupils reach or exceed the expected standard in all subjects.
- Support pupils' health and wellbeing to enable full engagement in learning.
- Provide rich, varied experiences that inspire curiosity and nurture growth.

By embedding these principles into our daily practice, Ridgeway Primary School will continue to raise aspirations and outcomes for all pupils, ensuring that disadvantage does not define destiny.

## Challenges

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

Challenge number	Detail of challenge
1	To close gaps between non-disadvantaged and disadvantaged in reading, writing and maths. Our whole school data in 2025 shows that there is a gap. This could negatively impact on their further developments and transition into the next year group and on into KS3.
2	SEND and Pupil Premium – many of our pupils in receipt of Pupil Premium funding have an additional special educational need. Teacher referrals for SEN support have markedly increased in recent years. 44% of our pupils in receipt of Pupil Premium funding are also on the SEND register.
3	Social, emotional and mental health – our pupils require additional support for low self-esteem to ensure they are happy and health. This was identified on the barriers to learning document.
4	Access to wider opportunities – many of our pupils that are eligible for pupil premium funding do not have the rich and varied experiences that some of our non-pupil premium children appear to have, meaning that knowledge of the world and vocabulary acquisition is limited. This is evident through discussions with parents.

## 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	To close the attainment gap in Reading, Writing and Maths to ensure that pupils make accelerated progress so that non disadvantaged pupils are in line with disadvantaged pupils.	<ul style="list-style-type: none"> <li>▪ Disadvantaged pupils make accelerated progress in Reading, Writing, and Maths.</li> <li>▪ At least expected progress for all disadvantaged pupils</li> <li>▪ Vast majority of disadvantaged pupils achieve age-related expectations.</li> </ul>
2	For pupils with identified SEND needs and PP to be supported appropriately and to make at least good progress from their individual starting points.	<ul style="list-style-type: none"> <li>▪ SEND and PP pupils meet or exceed individual targets set in EHCPs or support plans.</li> <li>▪ Evidence of progress in academic and personal development through termly reviews.</li> <li>▪ Positive feedback from pupil voice and parent consultations.</li> </ul>
3	Pupils with identified Social, Emotional and Mental Health (SEMH) needs, particularly low self-esteem, will develop improved confidence, resilience, and emotional wellbeing. This will enable them to engage positively in learning, build healthy relationships, and achieve their academic potential.	<ul style="list-style-type: none"> <li>▪ Attendance improves to 95%+ for targeted pupils.</li> <li>▪ Pupils demonstrate resilience and confidence through participation in class and enrichment activities.</li> </ul>
4	Children eligible for Pupil Premium funding to access the wide range of enrichment activities we have at Ridgeway Primary School	<ul style="list-style-type: none"> <li>▪ All PP pupils attend at least one enrichment activity across the year.</li> <li>▪ Increased participation in clubs, trips, and cultural experiences.</li> <li>▪ Pupil voice indicates enjoyment and sense of belonging.</li> </ul>

## 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: £ 23,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Further enhancement and CPD of maths teaching and curriculum considering best practice shared at Maths Hub. We will fund teacher release time to access Maths Hub CPD (including teaching for mastery).</p>	<p>The DfE non-statutory guidance produced in conjunction with the national centre for excellence in the teaching of mathematics draw on the evidence-based approach. Maths Guidance KS2 The EEF guidance is based on a range of best available evidence. Improving maths in KS2 EEF Improving Maths KS2 and 3</p>	<p>1, 2</p>
<p>Further enhancement and CPD of the teaching of writing considering best practice shared. We will fund teacher release time to access CPD and Writing Network meetings</p>	<p>EEF Guidance Report – Improving Literacy in Key Stage 2 recommends high-quality CPD to improve writing instruction, focusing on sentence construction, planning, and transcription skills. It highlights that teacher expertise in writing pedagogy strongly correlates with improved pupil outcomes, especially for disadvantaged learners. EEF Evidence on Disadvantaged Pupils says that structured CPD and targeted writing strategies help close attainment gaps for Pupil Premium pupils by improving vocabulary, sentence fluency, and extended writing skills.</p>	<p>1, 2</p>
<p>Pupil Premium lead to attend trust-wide CPD network meetings on a termly basis to gain up to date practice regularly.</p>	<p>PP leader to gather and share up to date information with other trust schools. PP leader to share this with stakeholders back in school.</p>	<p>1, 2, 3, 4</p>

<p>Class teachers to meet with SLT members in regular termly meetings to discuss progress, barriers and next steps to ensure all children achieve their potential.</p>	<p>Professional dialogue regarding identifying appropriate and timely interventions to best support PP children. All class teachers to be accountable for PP children progress in improving outcomes. Staff to have a good knowledge and understanding of PP pupils their barriers to learning and strategies needed to help them meet their emotional and educational needs. Live classroom marking takes place for PP children regularly to quickly address errors and misconceptions and enable them to make rapid progress. EEF Feedback</p>	<p>1, 2</p>
<p>Further development of the school's strategy for retrieval considering best practice and research.</p>	<p>Research around Meta Cognition including the EEF guidance on cognitive science principles shows that regular retrieval helps students monitor their own learning, identify gaps, and build resilience. Research shows the scalable impact of retrieval: When implemented school-wide (e.g., daily tasks, low-stakes quizzes, spaced review), it becomes part of the learning routine, supporting curriculum coherence and reducing the need for reteaching.</p>	<p>1, 2</p>
<p>Development and CPD for staff around a more systematic approach to assessing needs (SEND) and developing appropriate strategies to support the progress of pupils.</p>	<p>EEF Guidance Report – Special Educational Needs in Mainstream Schools recommends building an ongoing, holistic understanding of pupils and their needs and ensuring staff have the skills to assess and respond effectively. It suggests that high-quality teaching for SEND pupils requires precise assessment and tailored strategies, supported by staff development.  National Survey on SEND CPD (Dobson et al., 2023) found that CPD is critical for improving professional practice and enabling staff to meet SEND needs effectively. It highlighted a mismatch between the CPD staff access and what they consider impactful, stressing the need for systematic, school-led CPD.</p>	<p>1, 2</p>
<p>SEND Co to attend trust-wide CPD network meetings on a termly basis and to work with the ISAT to gain up to date knowledge and strategies regularly.</p>	<p>SEND leader to gather and share up to date information with other trust schools. SEND to use this to continually develop effective practice within school.</p>	<p>1, 2</p>

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

Budgeted cost: £ 10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics intervention for all children who are not yet secure with their phonic knowledge.	EEF outlines how phonics approaches have strong evidence including a positive impact on pupils, particularly from disadvantaged backgrounds. This is supported through the delivery of a validated DfE synthetic phonics programme ensuring intensive intervention to develop pupils' phonic knowledge to give them the basic tools to develop early reading.	1, 2, 3
Train Teaching Assistants <ul style="list-style-type: none"> <li>▪ Emotional Literacy</li> <li>▪ Emotional Literacy Support Assistants (ELSA).</li> <li>▪ Mindfulness</li> <li>▪ Positive Play / Play therapy</li> </ul>	EEF Guidance on TA Training recommends structured, evidence-based interventions delivered by trained TAs. Proper training and supervision ensure fidelity and impact, improving outcomes for disadvantaged pupils.  Evidence informed intervention to train ELSA specialists to support emotional development of pupils.  ELSAs have regular professional supervision from Educational Psychologists to support them in delivery of their intervention.	3

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

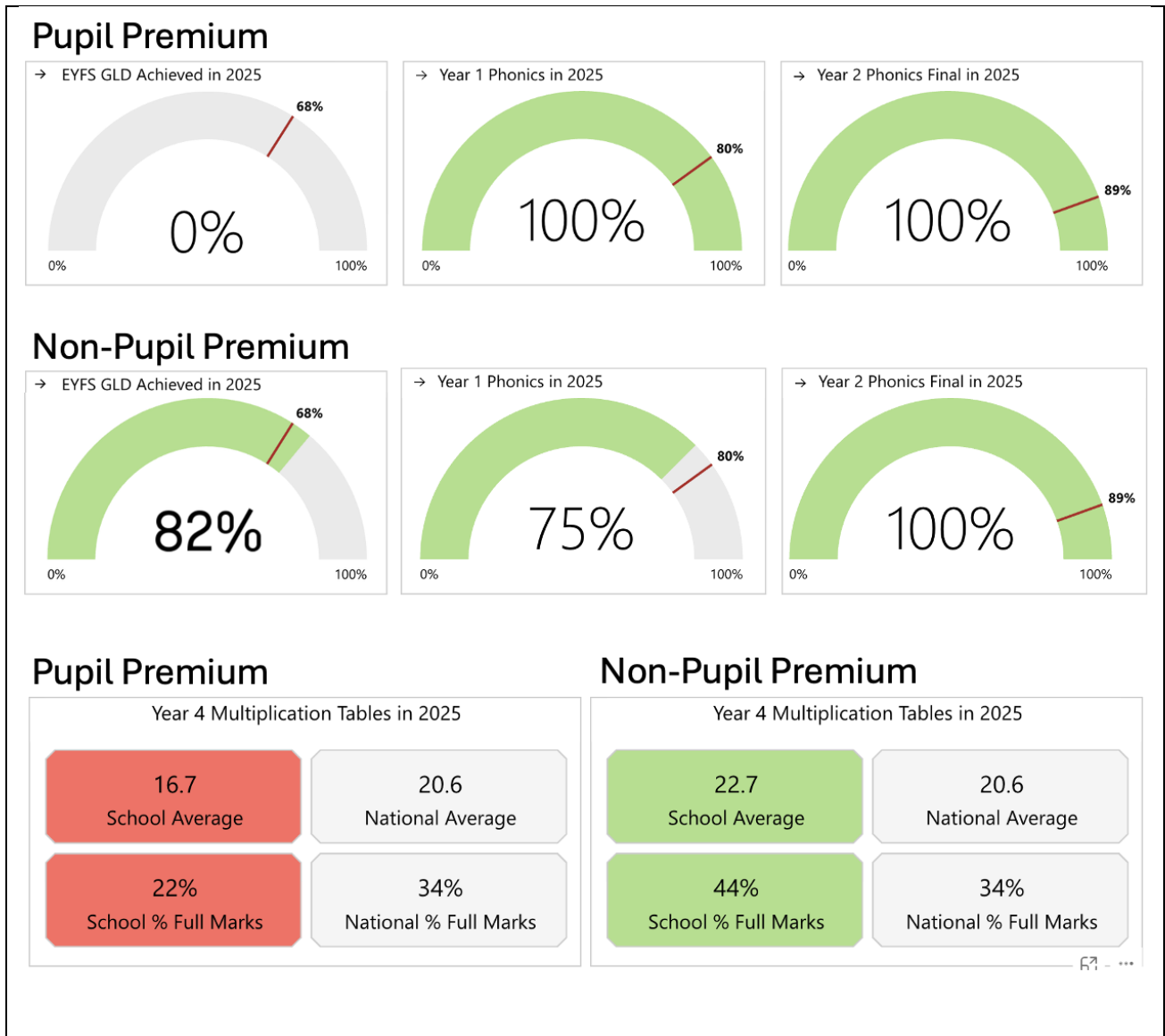
Budgeted cost: £ 10,230

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral work. TAs to work with Family Support Worker to deliver specific programmes and interventions to support emotional well-being and mental health.	This will include giving pupils one-to-one support to improve their behaviour, attitude to learning, or general wellbeing. FSW will focus on improving parental engagement with school, which is deemed to have a positive effect as per the EEF Parental Engagement and DfE Link between absence and Attainment	3
Trips, residential visits, clubs, milk, uniform, music lessons to be provided for children.	Children who are exposed to these have an enhanced knowledge and understanding of the world around them. When finance isn't a factor for families, they almost always want their children to experience these and have these opportunities.	4
Lunchtime group to support pupils in a structured lunchtime group.	There is extensive evidence associating childhood and emotional skills with improved outcomes in school and in later life including improved attitudes and relationships with peers. These support structures aim to improve pupil's interactions with others, communication and self-management of feelings and emotions. Social and Emotional Learning EEF	2, 3

**Total budgeted cost: £ 43,230**

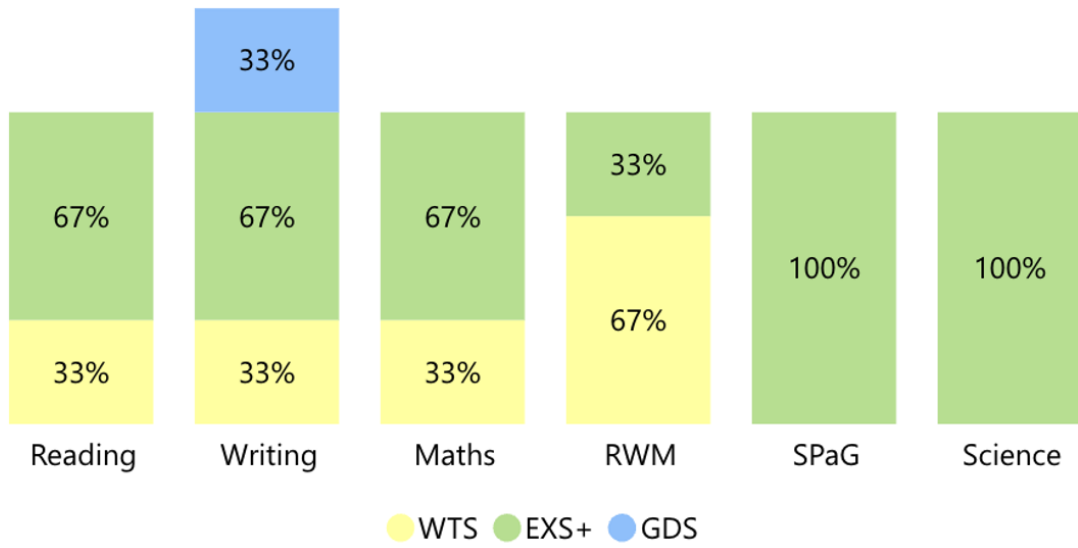
# Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils



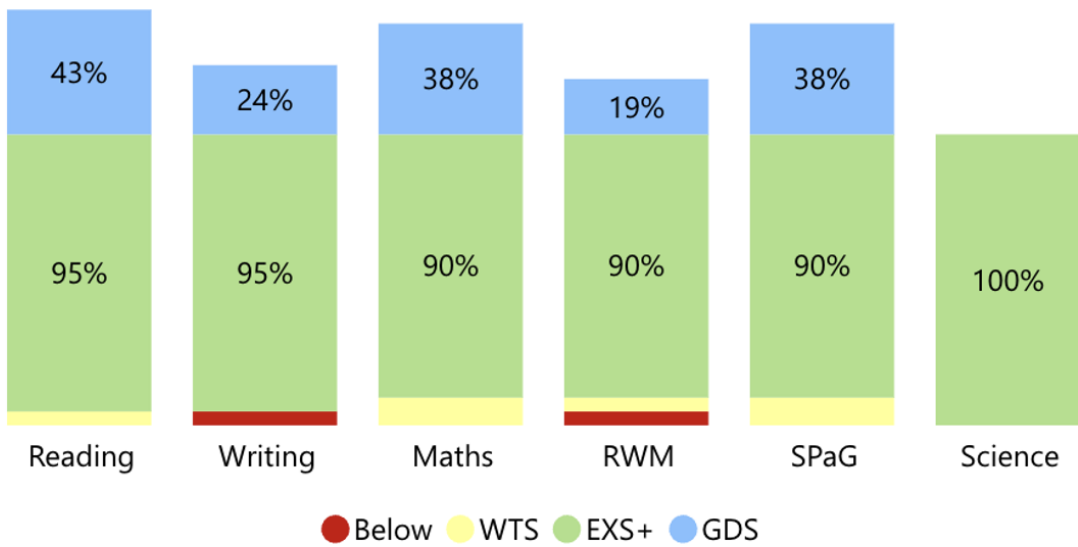
## Pupil Premium

→ KS2 Results in 2025

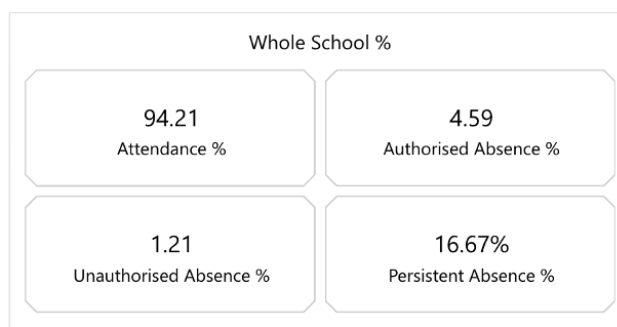
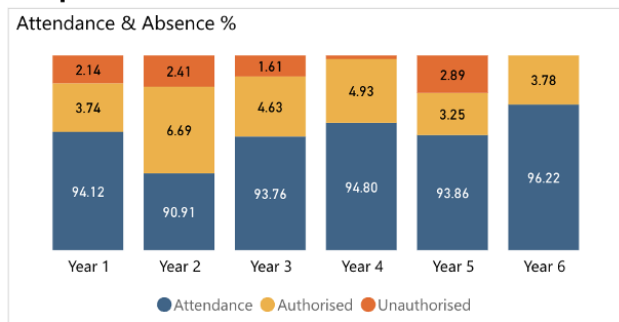


## Non-Pupil Premium

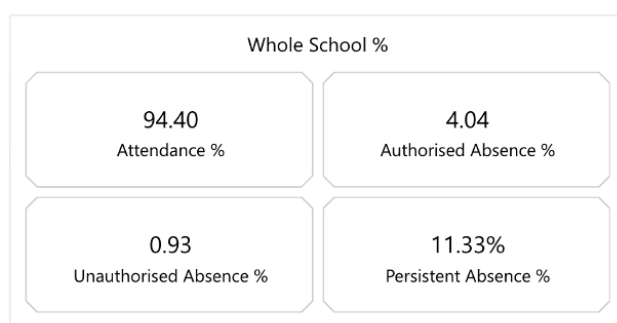
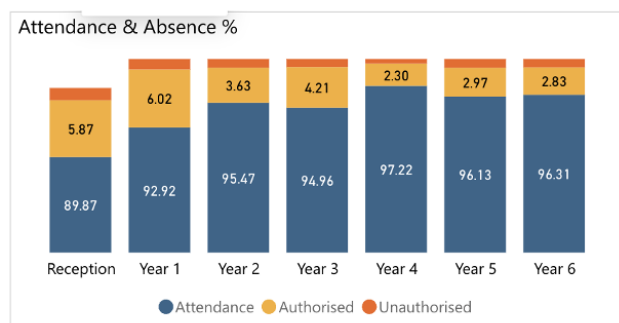
→ KS2 Results in 2025



## Pupil Premium



## Non-Pupil Premium



Over the past year, Pupil Premium funding has been used strategically to address key priorities for disadvantaged pupils at Ridgeway Primary School.

Intended Outcome	Impact
To continue to ensure the attendance of pupils in receipt of pupil premium is high and not hindering their progress in school, with a particular focus on eradicating persistent absenteeism.	Attendance initiatives, including targeted support and close monitoring, have led to improved attendance rates and a reduction in persistent absenteeism, ensuring pupils are present and able to access learning.  Next Steps: Continue to support and monitor
To have a clearly defined and consistently implemented behaviour policy. To ensure the well-being needs of all pupils in receipt of pupil premium funding are met to ensure they are ready for learning.	The implementation of a clearly defined and consistently applied behaviour policy has increased the feeling of a positive and safe learning environment, reducing disruptions and supporting engagement.  Pupil Survey: "Children behave well around school" 2024 = 81%    2025 = 86%  "I am happy in school" 2024 = 82%    2025 = 92%  Next Steps: Develop wellbeing by joining the SMILERS initiative . Develop wellbeing intervention and support Ensure the behaviour policy includes fair and consistent sanctions.

<p>All pupils in school have equity of access to cultural capital and inspirational experiences to support their learning of the schools' intended curriculum</p>	<p>Funding for enrichment opportunities has guaranteed equity of access to cultural capital and inspirational experiences, broadening horizons and supporting curriculum engagement for all Pupil Premium pupils. Including access to breakfast club, trips and residential</p> <p>Next Steps: Continue to support and increase the monitoring of uptake and inclusion.</p>
<p>Pupils receive consistent highly effective teaching and interventions allow pupils to 'close the gap' and achieve standards to allow them success in the next stage of education</p>	<p>Finally, investment in high-quality teaching and targeted interventions has enabled pupils to close gaps in attainment, with the increased numbers making at least expected progress and many achieving standards that prepare them for success in the next stage of education.</p> <p>Next Steps: Ensure PP children are a focus of pupil progress meetings</p>

## 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
White Rose Maths	White Rose Education
Doodle Maths / English / Spell	Doodle Learning
TTRS	Maths Circle
Jigsaw Education	Jigsaw Education Group
Little Wandle	Little Wandle Letters and Sounds
Reading Plus	Reading Plus LLC