



Ridgeway Primary School and Nursery Pupil premium strategy statement 2025-26

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 |
|---|--|
| School name | Ridgeway Primary School |
| Number of pupils in school | 626 |
| Proportion (%) of pupil premium eligible pupils | 5.1% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2025/26-2027/28 |
| Date this statement was published | January 2026 |
| Date on which it will be reviewed | December 2026 |
| Statement authorised by | Suzannah Flanagan, Gov Rebecca Shelley, Co-HT |
| Pupil premium lead | Kayley Dunn, AHT |
| Governor lead | Suzannah Flanagan |

Funding overview

| Detail | Amount |
|---|----------------|
| Pupil premium funding allocation this academic year | £54,990 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £54,990 |

Part A: Pupil premium strategy plan

Statement of intent

At Ridgeway, we believe that all children have the right to succeed, to feel valued and to develop the skills and attributes to be life-long learners. Our approach starts with the unique child, and centres on individual needs and next steps to ensure progress both academically, and beyond the curriculum. Investing in children's emotional well-being and developing the skills they need for the future are just as significant as ensuring academic success.

At Ridgeway, the needs of pupils eligible for pupil premium vary greatly across the school, with individuals requiring very different programmes of support. Pupils eligible for pupil premium include those who are Previously Looked-After and a high number of pupils with SEND. Ensuring a creative, rich and varied approach to enhancing disadvantaged pupils' learning and development is essential to ensuring individual needs are met and the diverse challenges faced by pupils within the PP group are met.

We are continually informed by research into the most effective ways to enhance teaching and learning, and ensure that our strategy builds on the approaches that have been proven to have greatest impact on raising attainment, such as those outlined in the EEF Toolkit. These approaches will benefit all children, but have greatest impact on the children who need it most.

Our tiered approach to Pupil Premium spending

We are dedicated to increasing the rate of progress and overall achievement for disadvantaged children through **three key areas** of focus:

- **Quality Teaching and Learning** – Ensuring highly effective teaching for all, through a broad, balanced and holistic curriculum.
- **Targeted Academic Support** – Strategies that focus on targeting specific gaps, including one-to-one and small group learning.
- **Wider Strategies** – Strategies that focus on the most significant non-academic barriers, including social and emotional development, attendance, behaviour and family engagement. This also includes strategies that focus on enhancing the opportunities for disadvantaged pupils, widening pupils' experiences, and offering opportunities for leadership and success.

Our strategy involves investing most in measures that impact quality teaching and learning as this has the widest impact on all pupils, but particularly those who are disadvantaged.

Measuring the Impact of PP spending:

We regularly measure the impact of our pupil premium strategies and initiatives using a range of methods which include, but are not limited to:

- analysis of attainment and progress data, learning looks, observations, learning walks and discussions with staff and children
- tracking interventions for effectiveness
- observation of in-class support, intervention programmes and other provision, such as Forest School, to ensure they are being delivered well and are targeted at the children who will benefit most
- feedback from internal nurture provision staff and from outside agencies about the positive difference these services are making
- analysis of other relevant key indicators such as attendance, punctuality, behaviour

- drawing information from other relevant records as well as information relating to Social Care involvement, safeguarding and child protection
- feedback from families

We use this information to decide which strategies are working well, and which could be developed further. If an approach is having little effect it may need to be targeted at different children, improved, or abandoned and replaced with something better. We always aim to ensure that approaches provide the best value for money and are selected for their greatest impact on pupils' development.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | The number of PP pupils who also have SEND is high. 43.8% of PP pupils also have SEND in 2025-26, which is considerably higher than the whole school figure of 13.6%. We therefore need to think more broadly about the best strategies to support PP pupils, and ensure they also meet the individualised and specific needs of pupils who have SEND. In addition, 37.5% of PP pupils are EAL, compared to 26.6% of non-PP pupils. Effective communication underpins learning across the curriculum and the ability to form successful relationships, so it is important that the language development of these children is well supported. |
| 2 | Assessments and observations suggest that PP pupils generally have greater difficulties with phonics. Fewer PP pupils attain the ELG for Word Reading at the end of Reception and pass the Phonics check in Year 1 than pupils who are not disadvantaged. This negatively impacts their development as readers (word reading, comprehension and reading for pleasure) and their ability to access the wider curriculum. |
| 3 | Internal and external assessments indicate that while PP pupils continue to make good progress by the end of KS2, the attainment gap between PP and non-PP children continues to be a concern. In addition, internal data does not always demonstrate the positive progress made by PP children until they reach Year 6. Whilst numerical data is less statistically relevant due to low PP numbers, it remains a priority to ensure PP children make good or better than expected progress. |
| 4 | Some pupils eligible for pupil premium may have fewer opportunities to access cultural capital experiences beyond the school environment. This can be due to a range of social and economic factors rather than a lack of interest or ability. As a result, these pupils may have had reduced exposure to activities and experiences that support the development of wider knowledge, confidence and aspiration. |
| 5 | A significant number of PP pupils are Previously Looked-After (between 21-23% over the past three years). Our observations indicate that many of these pupils have significant attachment needs which impact on their social and emotional wellbeing (which impacts learning). |

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| 6 | Attendance data over the last 3 years indicates that attendance among PP pupils is lower than those who are not disadvantaged. Significantly more PP pupils are persistently absent from school. 33% of PP pupils were persistent absentees in 2024-25. This figure is currently 14.3% for the academic year 2025-26 to date. Our assessments and observations indicate that absenteeism is negatively impacting on disadvantaged pupils' progress. |
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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 |
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| PP pupils with SEND and/or EAL have effective plans and programmes of support that ensure progress towards targets | <p>All staff have high expectations for pupils with SEND.</p> <p>Individualised plans target pupil need.</p> <p>PP pupils with SEND make good progress towards individual targets.</p> <p>Quality first teaching ensures that SEND pupils are effectively planned for and taught to best meet their needs.</p> <p>Provision and support enable PP pupils (especially those who are also EAL or SEND) to make improved progress in their speaking, understanding, reading and writing in line with their starting points.</p> |
| Improved rates of progress/outcomes for PP pupils in phonics | <p>Early identification and support for pupils who need it leading to improved attainment/progress.</p> <p>Improved Word Reading outcomes for PP pupils in the EYFS.</p> <p>PP pupils without SEND pass the Phonics Check.</p> |
| Reduce the attainment gap between PP and non-PP | <p>PP pupils make good progress towards end of year expectations or support plans.</p> <p>Attainment gap between PP and non-PP is reduced at end of EYFS, KS1 and KS2.</p> <p>External assessments (e.g. PSC, MTC) demonstrate PP pupils' outcomes are in line with or better than National PP outcomes.</p> |
| Improve cultural capital opportunities for PP children so they can engage more widely with the school curriculum and improve their life chances | <p>All PP children will have had the opportunity to attend at least one extra-curricular club by the end of KS2.</p> <p>PP children will be able to attend a wide range of school trips, workshops and experiences.</p> <p>PP children will be offered more in-school opportunities than their non-disadvantaged peers.</p> |

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| Pupils with attachment, social & emotional, and mental health needs are effectively supported | Effective nurture provision and external agency support leading to improved well-being and learning outcomes. |
| Raise attendance rates for PP pupils | Attendance data improves, particularly for persistent absentees and is in line with non-disadvantaged pupils. Robust processes in place for engaging families where persistent absenteeism is prevalent. |

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: £19,100

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Provide CPD for teachers and teaching assistants on effective support for children with SEND | <p>Quality first teaching that incorporates intentional adaptations ensures the curriculum is accessible for all pupils, particularly those who are disadvantaged or have SEND, while maintaining high expectations.</p> <p>EEF Special Educational Needs in Mainstream Schools guidance: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</p> | 1 |
| Provide CPD for teachers and teaching assistants on the Ridgeway Maths and English curriculum – how to meet the needs of all learners and target areas of weakness identified through whole school monitoring | <p>Providing effective scaffolds, which are removed when no longer needed, support pupils to access the curriculum (particularly those with SEND) EEF Blog: Five evidence-based strategies to support high-quality teaching for pupils with SEND (educationendowmentfoundation.org.uk)</p> <p>EEF Improving Literacy in Key Stages 1 & 2 guidance (2022): https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p> <p>Ensuring practitioners understand the importance of mathematical development and the use of manipulatives and representations is critical to ensuring high quality maths learning Improving Mathematics in the Early Years and Key Stage 1 (educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3)</p> | 1, 2, 3, 4 |
| Provide CPD for teachers and teaching assistants on effective retrieval | Supporting teachers to build on prior learning and revisiting key concepts in meaningful ways to support higher order thinking and ensure learning is committed to long term memory. Developing practitioner understanding of strategies to manage cognitive load. | 1, 2, 3, 4 |

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| practice and use of critical content. | Cognitive science approaches in the classroom - A review of the evidence.pdf | |
| Purchase further resources and invest in additional training for staff to supplement the Little Wandle Letters and Sounds Revised phonics scheme | <p>There is very strong evidence that a systematic synthetic phonic programme has very high impact on PP progress. From September 2022, Ridgeway has moved from using 'Letters and Sounds' to adopting Little Wandle Letters and Sounds Revised with complete fidelity to the scheme.</p> <p>EEF Toolkit: Phonics</p> <p>'Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.'</p> | 1, 2, 3, 4 |
| Ongoing CPD for all Teaching Assistants to improve skills and knowledge through 40 minute CPD held fortnightly | <p>Ensuring TAs are highly skilled and well-trained is imperative to their effectiveness in the classroom and ensuring impact on children. TAs form part of the teaching team and offer valuable instruction and feedback.</p> <p>EEF Guidance Report: Making the best use of teaching assistants</p> <p>'Enable teaching assistants to be effective in their role and teachers to work effectively with teaching assistants, through effective professional development.'</p> <p>EEF Toolkit: Teaching Assistant Interventions</p> <p>'Investing in professional development for teaching assistants to deliver structured interventions can be a cost-effective approach'</p> | 1, 2, 3, 4, 5 |

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

Budgeted cost: £13,800

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>Targeted Reading, Writing and Communication interventions</p> <ul style="list-style-type: none"> • Little Wandle phonics keep-up/catch-up • Nessy • Group Reading • 1:1 Reading • 1:1 Language support/speech sounds | <p>Teachers and TAs plan and deliver a rigorous programme of interventions which are monitored termly for impact.</p> <p>Closing the Disadvantage Gap (EEF Toolkit) ASE IIS.pdf</p> <p>Selecting interventions tool.pdf</p> <p>Targeted early literacy interventions, including ELS, systematic phonics, and speech and language support, help disadvantaged pupils develop</p> | 1, 2, 3, 4 |

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| <ul style="list-style-type: none"> • Attention and listening groups • Bucket time (EYFS) • Widgit <p>Targeted Maths interventions</p> <ul style="list-style-type: none"> • 'Hands on maths' • Numbots/TTRS <p>Targeted OT interventions</p> <ul style="list-style-type: none"> • Fine motor • Sensory diet <p>Costs based on forecasted 2025-26 interventions for PP pupils</p> | <p>decoding, vocabulary, and comprehension skills, laying strong foundations for future learning.</p> <p>Education Endowment Foundation – Improving Literacy in Key Stages 1 & 2: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1-2/EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf</p> <p>Education Endowment Foundation – Improving Literacy in Early Years: EEF Early Literacy</p> | |
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £22,090

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|----------------------------|--|-------------------------------|
| Ridgeway Nurture provision | <p>Dedicated Ridgeway Nurture (RN) provision offering bespoke support to individuals, groups, staff and families. RN offers a range of interventions including: Theraplay, anger management, bereavement support and social communication.</p> <p>EEF School Improvement Planning Guide: “Social and emotional skills are essential for children’s development – they support effective learning and are linked to positive outcomes in later life. With the right support, children learn to articulate and manage their emotions, deal with conflict, solve problems, understand things from another person’s perspective, and communicate in appropriate ways.”</p> <p>EEF Toolkit: Social and emotional learning Nurture UK: What is nurture? EEF Social and Emotional Learning.pdf</p> | 1, 3, 4, 5, 6 |

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| <p>Improving attendance</p> <ul style="list-style-type: none"> • Increased monitoring and family liaison • EWO support • Attendance and Inclusion Officer support | <p>Some of our families need more support to ensure their children attend school regularly. Some of our children's progress and well-being is impacted by poor attendance. By working with families and outside agencies we can support attendance e.g. EWO, Early Help, Young Carers</p> <p>Embedding principles of good practice set out in the DfE's Working together to improve school attendance</p> | <p>3, 6</p> |
| <p>Supplementing educational trips, visits and clubs</p> | <p>All children should have the opportunity to develop their interests through extra-curricular clubs, school visits and residential trips.</p> <p>Some disadvantaged children may not have access to cultural capital or the same opportunities as non-PP pupils. It is vital that PP pupils have access to a rich variety of experiences for their holistic development and promote ambition and aspiration. In addition, this supports the children's access to and engagement with the school curriculum and wider school life.</p> <p>EEF Toolkit: Arts participation</p> | <p>1, 4, 5, 6</p> |

Total budgeted cost: £ 54,990

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year. It also evaluates the impact of our previous 3-year strategy 2022-25.

Outcomes for disadvantaged pupils 2024-25

Elements of our previous PP strategy were not met and are therefore carrying forward (with a consideration for necessary changes). Statistical data related to PP children is very limited due to such small numbers and this can therefore change rapidly and dramatically (e.g. EYFS data from the last two years reflecting outcomes of only 2 children each year).

- Disadvantaged children did better than their peers at the end of the foundation stage. 100% achieved the ELG in Word Reading and 100% achieved the ELG for Listening, Attention and Understanding. Although these figures are very positive, we recognise that this is not an established trend and is a continued area of focus due to changing cohorts.
- 0% of disadvantaged children passed the Year 1 phonics check (75% were new to the school and the remaining 25% had SEND) and 86% of disadvantaged children passed the Year 2 phonics check (with the remaining 14% having SEND).
- Assessment outcomes indicate that there is an attainment gap between disadvantaged and non-disadvantaged pupils in reading, writing and maths. In most year groups the statistics are limited by small numbers of pupils which makes the consideration of individual case studies more relevant and informative (this is discussed with governors as part of data reviews). However, the assessment outcomes still need to be considered and provision put in place to improve these.
- 50% of disadvantaged children reached the expected standard in reading at the end of KS2. 25% of disadvantaged children reached the expected standard in writing at the end of KS2. 38% of disadvantaged children reached the expected standard in maths at the end of KS2. This was a decrease on the previous year due to the high number of children with SEND in this cohort (78% of the PP children had SEND, with 56% having an EHCP). We want more children to meet the expected standard in reading, writing and maths.
- The outcomes for PP pupils in the Year 4 Multiplication Check over the past 3 years has lacked consistency. Some cohorts have outperformed their non-PP peers, while others have underperformed in comparison. Therefore, we must continue to develop our approach to establishing this strong foundation of mental maths skills within the next strategy.
- 53% of disadvantaged pupils in the academic year 24-25 also had SEND which is broadly in line with the previous years. These pupils had personalised plans which identified key targets to support them to succeed. There was close monitoring and review of these targets by class teachers, TAs and the SENCO. As a school, we have identified further opportunities for improvement to support children with SEND across the school and have built this in to our 2025-26 School Development Plan.
- Children with attachment needs received high levels of support which enabled them to manage their behaviours and emotions more effectively. Children were effectively supported to remain in school, with individualised programmes established to ensure they

could succeed (including Behaviour Plans, Additional Support Plans, Risk Assessments, high levels of adult support and support from professionals). Training feedback from staff demonstrated an improved level of understanding and ability to apply strategies effectively for children with trauma.

- Attendance improved for some disadvantaged pupils last year and overall attendance was 88.8% (whole school 95.4%). There were known specific reasons for this gap, but it is still an area of concern. We want to continue to ensure more disadvantaged pupils attend school every day, particularly those who are regularly late or miss school.

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 |
|------------------------|----------------|
| Nessy | Nessy Learning |
| Numbots | Maths Circle |
| Times Tables Rockstars | Maths Circle |
| Widgit Online | Widgit |

Further information (optional)

As a school, we recognise that we have limited PP funding due to low numbers of PP children. Therefore, we strive to maximise opportunities to improve outcomes for PP children (particularly in relation to Cultural Capital) in different and creative ways which are not detailed by the strategy above. This includes, for example:

- Prioritising PP children for extra-curricular opportunities and clubs
- Seeking bursary places for PP children in extra-curricular clubs (both internal and external)
- Having a 'pay it forward' scheme for school trips
- Removing financial barriers for attending PTCA events
- Running annual school trips for targeted children in KS2 (e.g. Trinity theatre shows)