

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Ridgeway Primary Academy
Number of pupils in school	415 (Reception – Year 6)
Proportion (%) of pupil premium eligible pupils	54 13%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-2026 Current Year 2026-2027 2027-2028
Date this statement was published	November 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Mrs Joanne Jelves & Miss Laura Gray Co-Headteachers
Pupil Premium lead	Mrs Lucy Alexander PP Lead
Governor / Trustee lead	Mr Jack Andrea

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£110,995
Recovery premium funding allocation this academic year	£0
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	£110,995
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Part A: Pupil Premium Strategy Plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

Therefore we will:

- Adopt a whole school approach for the provision of our disadvantaged pupils where all staff take responsibility for disadvantaged pupils' outcomes
- Ensure that we provide the highest quality first teaching so that no child is disadvantaged by ineffective teaching. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.
- We will provide support for any child with a social worker irrespective whether they are disadvantaged or not.
- We will challenge our disadvantaged pupils with the work they are given and have high expectations of what they can achieve.
- We will provide timely intervention to support when an area of need is identified.
- We will ensure that our disadvantaged pupils gain the cultural capital they need to succeed in life by widening their opportunities and increasing their aspirations.
- We will support the social, emotional and mental health needs of all pupils, regardless of whether they are disadvantaged

Challenges

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

Challenge number	Detail of challenge
1	Improving attendance among pupils eligible for Pupil Premium funding continues to present significant challenges. Many of these pupils face barriers outside of school that impact their ability to attend regularly, including issues such as family circumstances, health concerns, or difficulties with transport. In some cases, persistent absence is linked to wider socio-economic factors, where families may struggle to prioritise school attendance due to competing pressures. Additionally, pupils with lower engagement or confidence in learning may be more reluctant to attend consistently, which can further widen the attainment gap. These challenges require a proactive and supportive approach, combining early intervention, close monitoring, and strong collaboration with families and external agencies to ensure that attendance improves and pupils are able to access the full breadth of educational opportunities.
2	RWI internal assessments, indicate significant gaps in our youngest pupils phonic knowledge which negatively impacts their development as readers. Some children require further Fresh Start interventions in KS2 (Year 4-6).
3	Under developed, oral language skills in the Foundation Stage, in particular for disadvantaged pupils, has a detrimental impact upon pupils' ability to comprehend the text and therefore answer questions which impacts on reading and writing progress in subsequent years. Many pupils, in all years, do not have access to high quality language in the home and their cultural experiences are limited. This narrower vocabulary and poor understanding of both general and subject specific vocabulary in texts presented to them has a negative impact on their mastery of language and is a barrier for learning. Children do not know the meaning of words which are not part of their daily diet.
4	Pupils with SEND have the greatest need for excellent teaching and are entitled to provision that supports achievement and enjoyment of school. The attainment gap between pupils with SEND and their peers is twice as big as the gap between pupils eligible for free school meals and their peers and pupils with SEND are also more than twice as likely to be eligible for free school meals. Therefore, closing the disadvantage gap means finding better ways to support pupils with SEND.

5	Pupils eligible for Pupil Premium funding often face barriers in accessing the wider curriculum beyond core subjects. Financial constraints can limit opportunities to participate in enrichment activities such as educational visits, after-school clubs, or music tuition, which are vital in broadening experiences and building cultural capital. In some cases, low confidence, limited parental engagement, or transport difficulties further restrict access to extracurricular opportunities. Additionally, pupils who struggle with attendance or behaviour may miss out on wider curriculum experiences, reinforcing gaps in participation compared to their peers. These challenges mean that without targeted support, Pupil Premium pupils risk being excluded from the full breadth of opportunities that enhance learning, personal development, and future aspirations.
6	Disadvantaged pupils often face additional barriers that can impact both behaviour and wellbeing. External factors such as financial hardship, unstable home environments, or limited access to support services can contribute to heightened stress and anxiety, which may manifest in school as low resilience, disengagement, or challenging behaviour. Some pupils may struggle to regulate emotions or develop positive relationships with peers and staff, leading to increased incidents of conflict or withdrawal. These challenges can also affect concentration, confidence, and readiness to learn, placing disadvantaged pupils at greater risk of exclusion or reduced academic progress. Addressing these issues requires a holistic approach that combines consistent behaviour expectations with targeted pastoral support, mentoring, and wellbeing initiatives to ensure pupils feel safe, valued, and able to thrive.
7	Low aspirations from parents have resulted in children having low aspirations of themselves and what they can aspire to achieve.

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.

i. Quality of teaching for all	
Intended outcome	Success criteria
To ensure quality first teaching is in place for all pupils across the school	- A comprehensive programme of CPD is in place which ensures that all staff are highly skilled and no pupil is disadvantaged by ineffective teaching; - Through a continued commitment to ensuring that we provide high quality CPD for staff, this has led to improved quality of teaching and learning across the school, resulting in staff being more aware of the need for ensuring that appropriate provision is in place to meet the needs of disadvantaged pupils in order to accelerate their progress and narrow the gap in attainment. - Continue to engage in the ECT framework and associated CPD ensures that the ECT is well supported in meeting the needs of disadvantaged pupils.

Improved phonics outcomes by the end of Y1 for all pupils, particularly our disadvantaged pupils.	• Staff delivering RWI sessions are well trained in the delivery of early reading and writing strategies. • A greater % pupils including disadvantaged pupils meet the phonic check threshold in 2023, 2024 & 2025. • A greater % pupils including disadvantaged pupils complete the RWI programme by the end of 2023, 2024 & 2025
Improved reading outcomes for all pupils, particularly our disadvantaged pupils, at the end of KS2	□ KS2 reading outcomes in 2023, 2024 & 2025 show that more disadvantaged pupils meet the expected standard.
Improved maths attainment for all pupils, particularly our disadvantaged pupils, at the end of KS2.	□ KS2 maths outcomes in 2023, 2024 & 2025 show that more disadvantaged pupils meet the expected standard.
To ensure all pupils, particularly those eligible for Pupil Premium funding, have equitable access to the wider curriculum, including enrichment activities, educational visits, and extracurricular opportunities, by the end of the academic year.	Increased participation of disadvantaged pupils in extracurricular clubs and enrichment activities compared to the previous year. All disadvantaged pupils attend at least one educational visit or enrichment activity during the academic year. Pupil voice feedback indicates improved confidence, enjoyment, and sense of belonging through wider curriculum engagement.

ii. Targeted support & Specific Intervention	
Intended outcome	Success criteria
Improved phonics, reading & maths outcomes for all pupils, particularly our disadvantaged pupils.	• Through increasing the adult ratio in RWI Phonics a higher proportion of pupils, in particular disadvantaged pupils meet the phonic check threshold in 2023, 2024 & 2025 • The use of small group pre-teaching during Fast Forward sessions provides opportunities for pupils to 'keep up' rather than 'catch up'. Disadvantaged pupils are provided with necessary scaffolding, support or pre teaching to ensure they have the prior knowledge required to access future learning • Targeted academic support provided by Teaching Assistants through daily reading & maths intervention with individual pupils and small groups ensures that disadvantaged pupils make better progress and reach higher levels of attainment.

To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	• Good Attendance is promoted and rewarded across the school • Pupils with low attendance are identified in a timely manner and support provided by pastoral team to secure improvements. • Trigger point for improving attendance for disadvantaged pupils is higher than non-disadvantaged pupils to catch them before it becomes a problem. The PP lead will contact home in a timely manner.
To achieve and sustain improved emotional well-being for all pupils, particularly our disadvantaged pupils.	• Increased use of in school intervention and support for children where needed. This includes, pastoral intervention, ELSA, Helpful Heroes and MHST • The school makes effective use of a wider range of external support services for children with complex needs (counselling, anger management therapy).

iii. Other approaches - Enrichment & Enhancement	
Intended outcome	Success criteria
To provide opportunities to increase the cultural capital of Pupil Premium Pupils	• Subsidise the Y6 residential to make it accessible for all school for all pupils. Further subsidises for disadvantaged pupils to provide the financial support to enable them to attend. • Subsidise trips & visitors to enhance the learning within the curriculum for disadvantaged pupils. • Provide disadvantaged pupils with experiences which may not otherwise be available to them thus widening opportunities e.g. Opportunity to learn to play a musical pupils in Y3,4,5 • Offer disadvantaged pupils extra-curricular clubs free of charge

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £60,450

Activity	Evidence that supports this approach	Challenge number(s) addressed

Quality first teaching EB CDT leader role £16,866 3 hours CPD support to ensure high quality teaching and learning across the school in maths RR - RWI Lead £4,230 3 hours per week CPD support to ensure all pupils receive high quality phonics teaching JW English leader role £16,745 3 hours CPD support to ensure high quality teaching and learning across the school in English BT Maths leader role £16,745 3 hours CPD support to ensure high quality teaching and learning across the school in maths CL Foundation leader role £5,864 3 hours CPD support to ensure high quality teaching and learning across the school in maths	The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them. High-quality teaching EEF (educationendowmentfoundation.org.uk) Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk) Development of the wider curriculum to ensure children are able to achieve expected standard by the end of Year 6.	2, 3, 4, 5
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Targeted academic support (for example, tutoring, one-to-one support structured interventions) Budgeted cost: £34,345

Activity	Evidence that supports this approach	Challenge number addressed
TAs delivering small group RWI sessions in YR and KS1 £13,594 Additional staff members to deliver RWI phonics to enable phonics teaching to be delivered in small targeted groups in YR-3 TAs supporting interventions across whole school £13,594	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF In YR- Y3 TAs are used to provide small group RWI teaching (16 hours) to a targeted group of pupils. Sessions occur regularly over a sustained period of time. Careful timetabling is in place to enable this consistent delivery. TAs receive extensive training and on-going support from an experienced teacher. The sessions have structured supporting resources and lessons plans with clear objectives Making Best Use of Teaching Assistants EEF (educationendowmentfoundation.org.uk) On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas. One to one tuition EEF (educationendowmentfoundation.org.uk) Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:	2,3,4,5
HLTA delivering targeted intervention + AHT time to oversee £7,157	One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	

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

Budgeted cost: £16,345

Activity	Evidence that supports this approach	Challenge number(s) addressed
Emotional Literacy Support Team £4,329 The ELSA team enhances inclusion across the school by having a focus on attendance, welfare, supporting SEMH of learners (5 hours per week)	Embedding principles of good practice set out in the DfE's Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk) EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk) Learning mentor (skillsforschools.org.uk)	1,4,6
To enhance opportunities to provide the cultural capital Trips & Visits - £2,000 Extra-Curricular £4,051 Y6 residential - £965	Schools need to promote a varied curriculum that taps into many of the social, moral, spiritual and cultural elements that help a child be prepared for the next step in their lives – whether that's secondary school, university or a career. This can be achieved in a multitude of ways, such as: • Providing plenty of opportunities to explore new activities, through lunchtime and after-school clubs • Teaching pupils about a wide variety of arts including literature and music • Prioritising school trips • Providing plenty of opportunities for questioning, curiosity and creativity. What Is Ofsted's 'Cultural Capital'? True Education Partnerships Offering a wide range of high-quality extracurricular activities boosts wellbeing, behaviour, attendance, and aspiration. Disadvantaged pupils will be encouraged and supported to participate.	1,5,6

Contingency fund for acute issues. £5,000	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All
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Total budgeted cost: £111,140

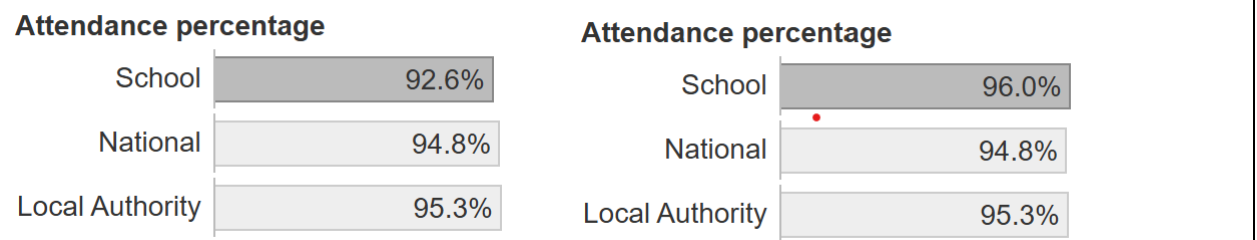
Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024-2025 academic year.

The CPD delivered to staff led to improved quality of teaching and learning across the school in 2024-2025. In some areas, the attainment of our Pupil Premium children were not in line with local and national data. An in-depth analysis of this can be seen below.

Attendance:



This was a widening of the gap between PP and Non in the last 12 months so this will be an added focus with an additional member of staff trained to support attendance.

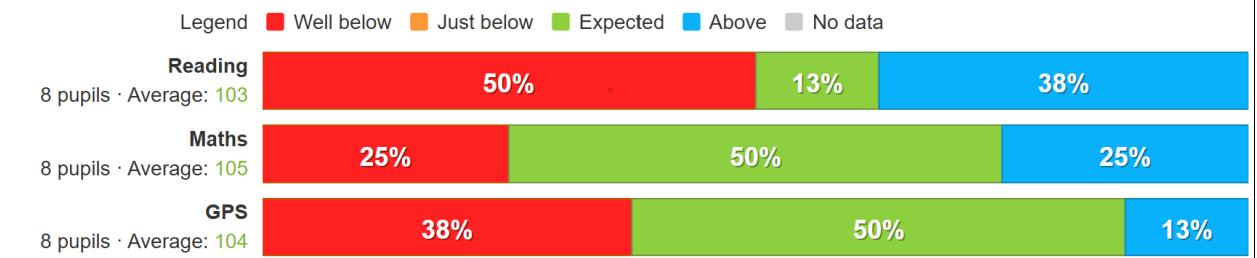
Phonics – Y1 100% of PP children achieved the standard V 86% of non PP

Phonics – Y2 91% of PP children achieved the standard V 91% of Non PP

MTC –25% of PP children at expected standard and 63% above V 26% at the expected standard and 86% above of Non PP

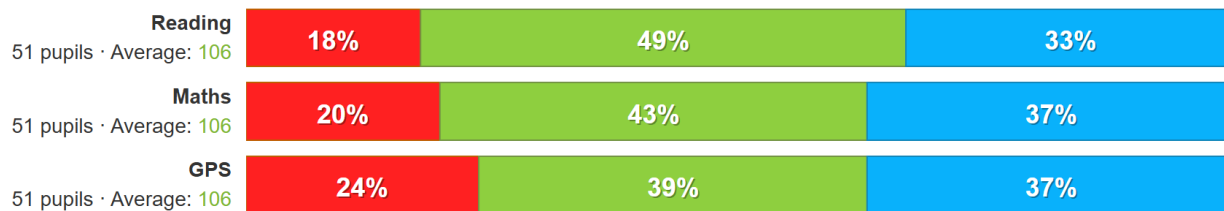
Y6 - 38% PP achieved RWM combined V 73% of Non PP.

Scaled score data for PP



Scaled score data for Non PP

Legend Well below Just below Expected Above No data



Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	School received £335 for 1 service pupils in 2023-24 Child 1: (at risk of exclusion) : Support within class for SEMH needs, This was delivered 1-1 to ensure it was targeted to need
What was the impact of that spending on service pupil premium eligible pupils?	Child was calmer in the classroom and had support for his needs. He was not suspended at any time during the year. By the end of the year the child was calmer, better able to access learning and had identified support in place

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- Providing Teaching Assistant Support in KS2 for all English lessons including reading and from Reception to Y6 for maths. [EEF evidence](#) demonstrates that where TAs are used to add value to what teachers do, rather than replace them, this has significant benefits for pupils, particularly disadvantaged pupils. Therefore it is essential that schools develop effective teams of teachers and TAs, who understand their complementary roles in the classroom.
- The Senior Leadership Team have accessed training in RADY (Raising Attainment of Disadvantaged Young People). As part of our RADY action plan we will:
 - Continue to offer pre-school booster sessions for some of our older disadvantaged pupils and provide incentives such as free breakfast to encourage them to attend. In addition we will provide free before school care for younger siblings to encourage parents to bring their children.
 - We will tackle poor attendance for disadvantaged pupils at an earlier point than non-disadvantaged pupils to address any poor attendance before it becomes a concern.
 - Rather than having a separate PP plan we will 'golden thread' our provision for disadvantaged pupils through our SIP priorities,
 - We will ensure we establish 'proportionate representation' for our disadvantaged pupils in all aspects of school life.
 - We will uplift our targets for certain disadvantaged pupils across school to ensure high expectations of what we expect from our disadvantaged pupils to ensure that outcomes are at least in line with non-disadvantaged pupils.
 - Disadvantaged pupils will be a focus in all lessons (targeted by teacher more often than non-disadvantaged);
- We will continue to use the [EEF's implementation guidance](#) to help us develop our strategy, to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will evaluate the approaches we have used this year to assess their impact on raising attainment and reducing the gap between disadvantaged pupils and other pupils nationally.