

# Ridgeway Primary Academy Pupil premium strategy statement



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 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	234
Proportion (%) of pupil premium eligible pupils	11.5%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024-2027
Date this statement was published	December 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Sally Applebee (Headteacher)
Pupil premium lead	Lucy Millington (Assistant Headteacher)
Governor / Trustee lead	Richard Moor (Chair of Governors)

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£50,310.00
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£50,310.00

# Part A: Pupil premium strategy plan

## Statement of intent

At Ridgeway Primary Academy, we value and respect all members of our learning community. We offer a rich, rounded curriculum which, through our high aspirations and attention to wellbeing, enables all our children to flourish, and to become caring, confident members of society.

Our aim is that **all** pupils, including those who are disadvantaged, make good progress and achieve well in all subjects regardless of their starting points. The focus of our pupil premium strategy is to support all of our pupils to achieve this goal, regardless of their circumstances. We believe in inclusion and that every child deserves to be successful.

Evidence shows that high quality teaching has the greatest impact on closing the disadvantage attainment gap and is therefore at the heart of our approach. We aim to build a culture of adaptation for inclusion which impacts positively on all pupils, where we are asking ourselves, 'What does this individual pupil need in order to thrive?' We recognise that we need to consider how to change what happens in the immediate environment to best support the pupil's learning, taking into account the individual, the home, the wider community and time. Professional development of staff, underpinned by evidence-based research, is valued and prioritised so that they are supported and equipped to identify barriers and put in strategies to help overcome these so that the children can be successful and achieve. Interventions outside of the classroom are minimised unless they are addressing any identified gaps in their academic, social and emotional need and are recognised as having more of an impact than the pupil being in the classroom.

An identified barrier for many Pupil Premium eligible families is the need for tailored family support to help address individual circumstances and overcome challenges that may impact on pupils' learning and wellbeing. To respond to this, we have focused on developing strong relationships with families in order to understand their needs and either provide support in school or signpost to appropriate external services. In the last three years we have noticed a significant uptake of this service. Currently, 89% of eligible pupils have accessed our offer of a dedicated Family Support Worker for a range of reasons. Due to the high level of need and engagement, we have widened the role of our nurture team to further strengthen and sustain support for pupils and their families, ensuring a consistent and holistic approach.

Any identified actions will be based on robust assessment, knowledge of individual children and evidence of impact. To ensure they are effective we will:

- use assessment for learning effectively to intervene early and adapt learning where needed.
- ensure **all** staff take responsibility for the needs of their pupils, including those who are under resourced. This will include focused discussions about our targeted children during termly pupil progress meetings.

All of our work through the pupil premium will be aimed at ensuring all pupils are supported to make progress and achieve at least expected progress.

## Challenges

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

Challenge number	Detail of challenge
1	Phonics support is needed for a number of our pupil premium children which has an impact on the wider curriculum.
2	A proportion of pupil premium pupils have a reading level below the expected standard for their age which impacts on vocabulary development and writing
3	Attainment gap between disadvantaged children and their peers in reading, writing and maths particularly in KS2.
4	For a proportion of our children, including those in receipt of pupil premium, social and emotional issues are having an impact on their ability to access learning and therefore a detrimental effect on their academic progress compared to their peers. This is also influenced by external factors which have required some form of pastoral support. 89% of our pupil premium children and their families have received support from our Inclusion and Family Support Worker.
5	13 out of 27- 31% of pupil premium children have specific learning needs linked to SEND
6	Attendance of pupil premium pupils is below the national average. IDSR noted relative improvement from last academic year but still below national.
7	A proportion of children do not take part in any extra-curricular or cultural activities outside of school

## 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
All children will have a love of reading along with the skills necessary to access a range of texts at an age-appropriate level or beyond	<p>The attainment gap is reduced between disadvantaged and non-disadvantaged pupils in both phonics and reading</p> <p>By the end of Year 2, 100% PP children have passed the phonics check.</p> <p>Disadvantaged pupils achieve well in reading and phonics compared to similar groups nationally</p>

<p>Staff will have a good understanding of inclusive teaching approaches and how the curriculum can be adapted to meet the needs of all pupils including SEND and those in receipt of pupil premium.</p>	<p>Monitoring and evaluation activities provide evidence of adaptive teaching in all classrooms including in the environment, in teaching approaches and in activities/ tasks/ support.</p> <p>Progress is made by underachieving pupils from their starting points through targeted support and adaptations made through QFT.</p>
	<p>The attainment gap is reduced between disadvantaged and non-disadvantaged pupils in reading, writing and maths.</p>
<p>There is highly effective use of support staff to ensure that the needs of all pupils are met.</p>	<p>All staff have a clear understanding of the effective use of support staff through quality CPD (based on EEF Toolkit Effective use of teaching assistants)</p> <p>Children access quality specific interventions to meet their needs where appropriate which has a positive impact on standards.</p>
<p>Children have strategies to self-regulate, manage emotions and feelings and are resilient when things are challenging.</p>	<p>The Zones of Regulation are used effectively across the school and there is a consistent use of language related to this.</p> <p>Observations and evidence shows that children are more able to manage their emotions and selfregulate (For example; reduced incidents of missed learning/ reflection time/ wellbeing questionnaire)</p> <p>Evidence of impact and access to support provided through family and inclusion support eg access to external support, play therapy, food banks etc</p>
<p>To close the gap in attendance between pupil premium and all pupils nationally</p>	<p>Attendance is monitored regularly and followed up in line with school policy and processes to support positive attendance where a child is at risk of persistent absence.</p> <p>Attendance rates and incidents of lateness for children eligible for the pupil premium grant will be in-line with figures for non-PP children nationally</p>
<p>Children have wider opportunities to take part in extra-curricular and cultural activities outside of school</p>	<p>The curriculum offers children opportunities to broaden their cultural capital and those children accessing extra curricular and cultural activities are closely monitored.</p>

## 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: £25,536

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Development, implementation and embedding of a focussed intervention plan through:</b></p> <p>Collaboration time for teachers to receive support from trust colleagues and undertake whole school/ phase development of meeting the needs of all pupils, curriculum planning, SEND, writing.</p>	<p>High quality teaching and a well-structured curriculum is pivotal in improving outcomes and narrowing the disadvantage gap. EEF 2021.</p> <p>EEF- SEN in Mainstream schools Recommendation 3: Ensure all pupils have access to high quality teaching. <i>'To a great extent, good teaching for pupils with SEND is good teaching for all.'</i></p> <p>Ensure all staff participate in professional development to support their expertise in all curriculum areas in order to develop subject knowledge and review. (Sutton Trust 2011, Quigley 2018, Beck et al 2013)</p> <p>Evidence suggests that experienced teachers continue to progress in their effectiveness in environments where professional development culture is prevalent (Kraft and Papay, 2014)</p> <p>Coaching opportunities provided from in school coaches/ subject experts as appropriate.</p>	1,2,3,5,6
<p>Professional Development time for teachers to focus on Under-resourced pupils and access high quality CPD</p>	As above	1,2,3,5,6
<p>Support staff are used effectively within lessons/ across lessons as identified by the class teacher, alongside the inclusion team, to meet the needs of the pupils (linked to Pixl therapies)</p>	As above	1,2,3,4,5,6

Phonics training provided for all staff involved in the teaching of synthetic phonics including phonics and reading intervention -sounds write platform subscription/CPD time in school	EEF- 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.	1,2,3
<p>Professional development opportunities for support staff – supporting in the classroom, phonics, supporting inclusion in the classroom.</p> <p>Targeted CPD for individual members of support staff- including play champions, emotion coaching, Diabetes training, Hearing Loss training, Autism Outreach training and Trust wide Under-resourced pupils project.</p>	<p>Making the Best Use of Teaching Assistants (EEF, 2018) – developing our LSAs to clear on their role, subject knowledge and specific impact. Training is effective in allowing them to provide individual and group instruction. Coaching opportunities provided from in school coaches and subject experts</p> <p>EEF- Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a high impact <a href="#">Teaching Assistant Interventions EEF</a></p>	1,2,3,4,5, 6

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

Budgeted cost: £ 14,353

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Phonics and reading interventions</p> <p>High quality texts available for pupils</p>	<p>Sounds Write Phonics Interventions</p> <p>Additional 1:1 reading for underperforming children</p> <p><a href="#">Teaching Assistant Interventions EEF</a></p> <p>EEF- Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a high impact</p>	1,2,3,5

Provide children with targeted interventions identified through careful analysis of range of data using Pixl and Insight.	EEF- Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a high impact <a href="#">Teaching Assistant Interventions EEF</a>	1,2,3,4,5,6
Provide children with wellbeing support	Social and emotional learning approaches have a positive impact, on average, of 3 months' additional progress in academic outcomes over the course of an academic year. <a href="#">Social and emotional learning   EEF</a>	3,4,6
Maths Interventions- Support staff used to narrow the KS2 gap, Counting Stick intervention in LKS2	See Pillar 7 from EEF Document- <a href="#">Improving behaviour in schools</a>	3
Mastery of Number interventions- KS2	See Pillar 7 from EEF Document- <a href="#">Improving behaviour in schools</a>	3

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

Budgeted cost: £10,421

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ridgeway Family support and inclusion Assistant supports pupils and their families, including signposting families effectively including beyond the school including with family circumstances such as family wellbeing, behaviour, finances, food bank referrals, play therapy etc. therefore supporting the 'whole child'.	EEF – Parental Engagement Guidance - More sustained and intensive approaches to support parental engagement may be needed for some children—for example, those struggling with early reading, those from disadvantaged backgrounds. It is important to develop positive relationships to enable school to support them and in turn support their child.	4. 3,6,7
Nurture provision at Ridgeway is now in place to support pupils with a range of social and emotional developmental areas, including-Mental wellbeing, Support network, feelings, coping, change, empathy, positivity, pride, communication, organisation, resilience and motivation -all of which are linked to the Pixl fundamentals.	'More specialised programmes which use elements of SEL and are targeted at students with particular social or emotional needs.'- <a href="#">Social and emotional learning   EEF</a>	3, 4, 6, 7

<p>Reduce barriers to enable pupils to have wider opportunities to take part in extra-curricular and cultural activities outside of school.</p> <p>(eg Sports clubs, residentials, school trips, summer club etc)</p>	<p>‘Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions may support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.’</p> <p><a href="#">Outdoor adventure learning   EEF</a></p>	<p>4,6, 7</p>
<p>Reviewing the school behaviour policy and strategies across the school to ensure consistency in approach and the development of positive relationships and restorative justice approaches, also including the use of specific behaviour plans/ interventions where needed</p>	<p>The EEF Guidance report Improving Behaviour in Schools has 6 recommendations. The first is ‘to know and understand your pupils and their influences’ which is linked to the work we are doing around inclusive teaching to ensure that all pupils can access learning. <a href="#">EEF Behaviour Interventions</a></p>	<p>3,4,5,6</p>
<p>Provide children with wellbeing support sessions and other emotional support from support staff/ other partners eg play therapy, home start, autism outreach</p>	<p>Social and emotional learning approaches have a positive impact, on average, of 3 months’ additional progress in academic outcomes over the course of an academic year.</p> <p><a href="#">Social and emotional learning   EEF</a></p>	<p>4.6</p>

**Total budgeted cost: £53,837.50**

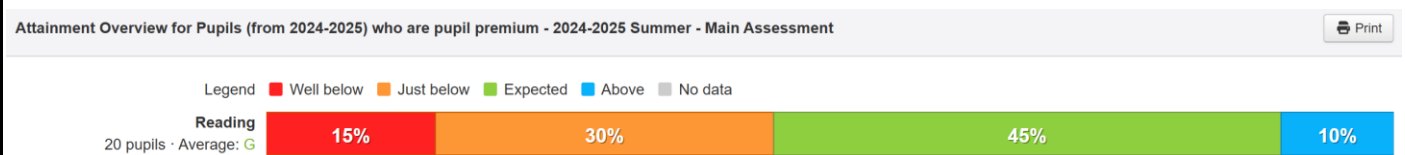
## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

There has been a continued focus on phonics through high quality teaching, targeted and specific interventions and effective use of support staff led to stronger results overall. 83% of PP passed the check which is a rise of 33% on 2023-24.

Reading continues to be a focus area with disadvantaged pupils. These were the outcomes:



The main CPD focus continued into a trust wide project called the 'US project'. This has increased understanding of how we can effectively support all learners and exploring adaptive teaching strategies to meet the needs of individuals in the classroom. Teachers and phases are using a range of approaches to support this.

The Inclusion and Family Wellbeing Support Assistant has continued to work effectively with a growing number of our families. 24 out of 27- 89% of our pupil premium pupils and their families have been supported in some way; Early Help referrals, household support grants, playfull families project, wellbeing sessions and more. This support has resulted in children's attendance improving and attitudes to school improving, resulting in better engagement.

Pupil premium children continue to be a focus at pupil progress meetings with staff identifying specific actions taken to support them so that they can make the progress the need and reflect on impact and next steps.