



# Ridgeway Primary School and Nursery Pupil premium strategy statement 2022-2025

This statement details our school's use of pupil premium (and recovery 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 School
Number of pupils in school	649
Proportion (%) of pupil premium eligible pupils	6.3%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022/2023-2024/2025
Date this statement was published	December 2022 (Reviewed December 2024)
Date on which it will be reviewed	December 2025
Statement authorised by	Joe Stubbs, Gov Rebecca Shelley, Co-HT
Pupil premium lead	Kayley Dunn, AHT
Governor lead	Joe Stubbs

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£56,858
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	<b>£56,858</b>

# 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:

- 1. Quality Teaching and Learning** – Ensuring highly effective teaching for all, through a broad, balanced and holistic curriculum
- 2. Targeted Academic Support** – Strategies that focus on targeting specific gaps, including one-to-one and small group learning
- 3. 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 PPG 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

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	Assessments and observations indicate that PP pupils in the EYFS have less well developed skills in Communication and Language and Literacy. As a result, progress can fall behind pupils who are not disadvantaged. Effective communication underpins learning across the curriculum and the ability to form successful relationships.
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 unvalidated external assessments indicate that while PP Pupils continue to make good progress, the attainment gap has widened since 2019. Whilst numerical data is less statistically relevant due to low PP numbers, it remains a priority to ensure PP children make good or better progress.
4	The number of PP pupils who also have SEND is increasing. 56% of PP Pupils also had SEND in 2021-22. 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.
5	A significant number of PP pupils are Previously Looked-After (between 20-31% 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).
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. 20.4% of PP pupils were persistent absentees in 2021-22. Our assessments and observations indicate that absenteeism is negatively impacting on disadvantaged pupils' progress.

## 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
Improved rates of progress/outcomes for EYFS PP pupils in Communication and Language and Literacy	Provision and support enable PP pupils to develop their early language and literacy skills so that EYFS Profile outcomes are more in line with non-disadvantaged pupils in Communication and Language and Writing.
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>To achieve national average progress scores in KS2 for Reading, Writing and Maths</p>
PP pupils with SEND 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>
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	<p>Attendance data improves, particularly for persistent absentees and is in line with non-disadvantaged pupils</p> <p>Improved processes in place for engaging families where persistent absenteeism is prevalent</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: £16,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide CPD for teachers and teaching assistants on trauma informed approaches to support behaviour and learning.	<p>Effective behaviour management ensures all children are well supported to learn and achieve. This includes targeted approaches to meet the needs of individuals (including those who have experienced trauma).</p> <p><a href="#">Improving behaviour in schools</a></p>	4, 5
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 pupils with an effective process for writing composition, with motivating purposes for writing, supports children to become effective writers.</p> <p><a href="#">EEF-KS2-lit-2nd-Recommendations-poster.pdf (d2tic4wvo1iusb.cloudfront.net)</a></p> <p>Providing effective scaffolds, which are removed when no longer needed, support pupils to access the curriculum (particularly those with SEND)</p> <p><a href="#">EEF Blog: Five evidence-based strategies to support high-quality teaching for pupils with SEND (educationendowmentfoundation.org.uk)</a></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</p> <p><a href="#">Improving Mathematics in the Early Years and Key Stage 1 (d2tic4wvo1iusb.cloudfront.net)</a></p> <p><a href="#">Improving Mathematics at Key stages 2 &amp; 3</a></p>	1, 2, 3,4
Provide CPD for teachers and teaching assistants on effective retrieval practice and use of critical content.	<p>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.</p> <p><a href="#">Cognitive science approaches in the classroom - A review of the evidence.pdf (d2tic4wvo1iusb.cloudfront.net)</a></p>	1,2,3,4

<p>Purchase further resources and invest in additional training for staff to supplement the Little Wandle Letters and Sounds Revised phonics scheme</p>	<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: <a href="#">Phonics</a></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>	<p>1,2,3</p>
<p>Ongoing CPD for all Teaching Assistants to improve skills and knowledge through 40 minute CPD held fortnightly</p>	<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: <a href="#">Making the best use of teaching assistants</a></p> <p>"Schools should provide sufficient time for TA training and for teachers and TAs to meet out of class to enable the necessary lesson preparation and feedback."</p> <p>EEF Toolkit: <a href="#">Teaching Assistant Interventions</a></p> <p>'Investing in professional development for teaching assistants to deliver structured interventions can be a cost-effective approach'</p>	<p>1,2,3,4,5</p>

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

Budgeted cost: £21,358

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Targeted Reading, Writing and Communication</b> interventions</p> <ul style="list-style-type: none"> <li>• Little Wandle phonics keep-up / catch-up</li> <li>• Nessy</li> <li>• Group Reading</li> <li>• 1:1 Reading</li> <li>• Writing group</li> </ul>	<p>Teachers and TAs plan and deliver a rigorous programme of planned interventions which are monitored termly for impact.</p> <p>Research shows that TAs who provide one to one or small group targeted interventions have a stronger positive benefit of between four and six additional months on average on pupil progress. The majority of effective approaches involve targeted small group or one to one interventions.</p> <p>EEF Toolkit: <a href="#">Teaching Assistant Interventions</a></p>	<p>1,2,3,4</p>

<ul style="list-style-type: none"> <li>• 1:1 Language support/speech sounds</li> <li>• 1:1 'Toe by Toe'</li> <li>• Attention and listening groups</li> <li>• Bucket time (EYFS)</li> </ul> <p>Targeted <b>Maths</b> interventions</p> <ul style="list-style-type: none"> <li>• 'Plus 1'</li> <li>• 'Power of 2'</li> <li>• Maths Group</li> <li>• Numbots/TTRS</li> </ul> <p>Targeted <b>OT</b> interventions</p> <ul style="list-style-type: none"> <li>• Fine motor</li> <li>• Gross motor</li> </ul> <p>TA cost based on forecasted 2023-24 interventions for PP pupils</p>	<p>A significant number of interventions target pupils' reading. Reading is the gateway to all learning and opens up the curriculum and learning to children; it is the key to children's future success.</p> <p><a href="#">The Reading Framework 2021</a></p> <p>"Children who are good at reading do more of it: they learn more, about all sorts of things, and their expanded vocabulary, gained from their reading, increases their ease of access to more reading. Conversely, those for whom reading is difficult fall behind, not just in their reading but in all subjects and a vicious circle develops...Without reading, it is impossible to access written information, on paper or online. Those who cannot read are also excluded from most social media. Crucially, being unable to read significantly narrows the range of work and life opportunities a person can access."</p> <p>EEF Guidance Reports</p> <p><a href="#">Improving Literacy in KS1</a></p> <p><a href="#">Improving Literacy in KS2</a></p>	
<p>Oracy Project (Reception) delivered by a Literacy TA</p>	<p>Reception children assessed early in the Reception year to identify SAL needs. Early identification leads to a programme of support being planned and delivered to target needs quickly.</p> <p>EEF Toolkit: <a href="#">Oral Language Interventions</a></p> <p>"On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress."</p>	<p>1,2,3,4</p>

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

Budgeted cost: £19,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ridgeway Nurture provision	Dedicated Ridgeway Nurture (RN) provision offering bespoke support to individuals, groups, staff and families. RN offers a range of interventions	3,4,5,6



	<p>including: Sandplay, Theraplay, Drawing &amp; Talking, anger management, bereavement, social communication and Parent Gym.</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: <a href="#">Social and emotional learning</a></p> <p>Nurture UK: <a href="#">What is nurture?</a></p>	
<p>Improving attendance</p> <ul style="list-style-type: none"> <li>• Increased monitoring and family liaison</li> <li>• EWO support</li> </ul>	<p>Some of our families need more support to ensure their children attend school regularly. A few 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, Parent Gym</p> <p>Embedding principles of good practice set out in the DfE’s <a href="#">Working together to improve school attendance</a></p>	3,6
<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>Many 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.</p> <p>EEF Toolkit: <a href="#">Arts participation</a></p>	3,5

**Total budgeted cost: £ 56,858**



## 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. It also evaluates the impact of our previous 3-year strategy 2019-2022.

#### *Outcomes for disadvantaged pupils 2023-24*

- 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. However, the assessment outcomes still need to be considered and provision put in place to improve these.
- 73% of disadvantaged children reached the expected standard in reading at the end of KS2. 64% of disadvantaged children reached the expected standard in writing at the end of KS2. 64% of disadvantaged children reached the expected standard in maths at the end of KS2. We want more children to meet the expected standard in reading, writing and maths.
- Disadvantaged pupils out-performed non-disadvantaged pupils in the Year 4 Multiplication Check with an average score of 23.2 and 60% achieving full marks. We know that this strong foundation of mental maths skills will support the children's ability to succeed with more complex maths concepts.
- 50% of disadvantaged children passed the Year 1 phonics check (this cohort all have SEN) and 100% of disadvantaged children passed the Year 2 phonics check.
- Disadvantaged children did less well than their peers at the end of the foundation stage. 0% achieved the ELG in Word Reading and 50% achieved the ELG for Listening, Attention and Understanding. Although these figures refer to just two pupils, we need to ensure early language and reading skills are effectively supported to give pupils the best chance of future success.
- 55% of disadvantaged pupils in the academic year 23-24 also had SEND. These pupils had highly effective support through individualised plans and targeted support and interventions.
- 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).
- Attendance improved for some disadvantaged pupils last year and overall attendance was 93.45% (whole school 95.53%). This was an improvement on the previous year and a narrowing of the disadvantaged/non-disadvantaged gap. We want to continue to ensure more disadvantaged pupils attend school every day, particularly those who are regularly late or miss school.
- More disadvantaged children accessed extra-curricular and enrichment opportunities across the year due to careful monitoring and revised selection processes. All

disadvantaged children were able to attend trips/workshops regardless of financial circumstances. This included 91% of Year 6 disadvantaged pupils attending the Year 6 residential to the Isle of Wight (with one disadvantaged pupil not attending for non-financial reasons). We want this to continue and to ensure families can access opportunities in a time of economic crisis.

## 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*

<b>Programme</b>	<b>Provider</b>
Nessy	Nessy Learning
Numbots	Maths Circle
Times Tables Rockstars	Maths Circle

## Further information (optional)

Ridgeway Primary School has been recognised as a '**School for Success**' for the year 2020-21 and 2021-22 for significantly improving the outcomes for disadvantaged pupils by raising the profile of disadvantage and ensuring all staff are aware of the needs of pupils, and how to most effectively support them.