

Ridgeway Farm CE Academy Pupil Premium Strategy Statement

2025-2026

This statement details our school's use of pupil premium funding for the 2024-2025 academic year 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 Farm CE Academy
Number of pupils in school	210
Proportion (%) of pupil premium eligible pupils	17% (37 children)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	September 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Laura Gibbard - Head Teacher
Pupil premium lead	Katherine Holder - Assistant Headteacher
Governor / Trustee lead	Madeline Sears – Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£43,850
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	£ 43,850

Part A: Pupil premium strategy plan

Statement of intent

At Ridgeway Farm CE Academy, we use our Pupil Premium Grant (PPG) strategically to ensure that all disadvantaged pupils receive a high-quality education that enables them to believe in themselves, achieve their full potential, and grow into active, socially responsible citizens.

We understand that disadvantaged children can face a wide range of barriers to learning. Our aim is that all pupils—regardless of background or personal challenges—feel safe, are ready to learn, make strong progress, and achieve highly across the curriculum.

The focus of our Pupil Premium strategy is to support disadvantaged pupils in overcoming barriers to success, including ensuring progress for those who are already high attainers. High-quality teaching is central to our approach. We prioritise support in areas where disadvantaged pupils require the most input, recognising that this also benefits their non-disadvantaged peers.

Our strategy goes beyond academic attainment. We are committed to supporting pupils' emotional, behavioural, and mental well-being, providing targeted interventions to increase focus, resilience, and confidence.

Our approach is informed by diagnostic assessment and current research, not assumptions. The strategies we adopt are coherent, evidence-based, and tailored to individual and common needs. To ensure effectiveness, we:

- Ensure all disadvantaged pupils are consistently challenged in their learning
- Act early, intervening promptly when needs are identified
- Take a whole-school approach, with all staff taking ownership of disadvantaged pupils' outcomes and maintaining high expectations
- Prioritise reading, ensuring all pupils read fluently and with understanding to access the full curriculum
- Build communication skills, helping pupils express themselves effectively across varied contexts
- Support social and emotional well-being, developing pupils' resilience and self-belief

We are committed to narrowing the attainment gap while securing sustained improvement for all pupils.

Challenges

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

Challenge number	Detail of challenge
1	Attendance among disadvantaged pupils is significantly lower than that of their non-disadvantaged peers, whose attendance is above the national average. This persistent gap is largely driven by a small number of families with entrenched patterns of low attendance, which disproportionately affects disadvantaged pupils'

	access to learning and continuity across the curriculum. Reducing this gap remains a key priority.
2	Our disadvantaged pupils are significantly impacted by additional barriers, particularly SEND and safeguarding concerns. These factors affect their emotional wellbeing, readiness to learn, and attendance, which in turn limits academic progress. Many of these pupils require high levels of support and make only small-step progress. A high proportion of pupils with EHCPs are also eligible for pupil premium, placing additional pressure on school resources and specialist provision.
3	A significant number of disadvantaged pupils have not secured key foundational mathematical skills, such as number fluency, place value understanding, and mental calculation strategies. This gap in core knowledge limits their confidence and accuracy in maths and contributes to underperformance in statutory assessments, particularly in reasoning and problem-solving tasks. As pupils progress through the school, these early gaps widen and prevent full access to the curriculum, hindering progress and attainment in mathematics.
4	Assessment and observation indicate that a significant number of disadvantaged pupils enter school with limited early language and communication skills, which hinders their ability to develop strong phonics knowledge and early reading fluency. This early gap delays reading comprehension and reduces access to the wider curriculum, particularly in Key Stage 1, and contributes to lower overall attainment as pupils move through the 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
To significantly improve attendance among disadvantaged pupils, reducing the gap between their attendance and that of non-disadvantaged peers, so that all pupils have consistent access to high-quality teaching and learning.	<p>The attendance gap between disadvantaged and non-disadvantaged pupils is reduced year-on-year.</p> <p>Overall attendance for disadvantaged pupils moves closer to or above national averages for all pupils.</p> <p>The number of disadvantaged pupils identified as persistently absent decreases each term.</p> <p>Targeted families show sustained improvement in attendance following personalised interventions.</p> <p>Regular monitoring and robust systems are in place to identify and address attendance issues promptly.</p>
To improve the emotional wellbeing, readiness to learn, and progress of disadvantaged pupils with SEND and/or safeguarding needs through timely, targeted interventions that reduce barriers to engagement and learning.	<p>Disadvantaged pupils with SEND or safeguarding vulnerabilities demonstrate increased emotional regulation and engagement in learning, as evidenced by internal behaviour and wellbeing tracking.</p> <p>Pupils receiving targeted support show small-step academic progress in line with personalised targets or EHCP outcomes.</p> <p>Improved attendance for disadvantaged pupils with complex needs, particularly those with EHCPs.</p>

	<p>Regular multi-agency and pastoral support is in place and reviewed termly for high-need pupils.</p> <p>Staff feel confident and well-equipped to support the wellbeing and learning of pupils facing multiple barriers, as evidenced through surveys and CPD feedback.</p>
<p>To ensure disadvantaged pupils secure strong foundational mathematical skills, enabling them to access the full curriculum, improve confidence in problem-solving, and make accelerated progress towards age-related expectations in statutory assessments.</p>	<p>Gaps in number fluency, place value, and core calculation skills are identified early and addressed through targeted support.</p> <p>Disadvantaged pupils make accelerated progress in maths from their starting points, as measured through termly assessments and teacher judgements.</p> <p>An increasing proportion of disadvantaged pupils achieve age-related expectations in mathematics by the end of each key stage.</p> <p>Pupils demonstrate improved confidence, resilience, and engagement when approaching mathematical reasoning and problem-solving tasks.</p> <p>High-quality teaching and intervention are consistent across classes, with teachers using diagnostic assessment to inform planning for disadvantaged learners.</p>
<p>To improve early language and communication skills for disadvantaged pupils so they can develop strong phonic knowledge, early reading fluency, and comprehension—enabling greater access to the full curriculum and improved attainment by the end of Key Stage 1 and beyond.</p>	<p>Disadvantaged pupils make rapid progress in speech, language, and communication through targeted early intervention.</p> <p>Increased percentage of disadvantaged pupils pass the Year 1 Phonics Screening Check.</p> <p>Disadvantaged pupils achieve fluency in reading by the end of Key Stage 1, as evidenced by internal reading assessments and benchmarking.</p> <p>The vocabulary gap between disadvantaged and non-disadvantaged pupils narrows over time, as reflected in oral responses, written work, and teacher observations.</p> <p>Disadvantaged pupils demonstrate increased confidence and engagement in reading across the curriculum.</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: £20,690

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

High-quality phonics teaching using <i>Unlocking Letters and Sounds</i> , with regular fidelity checks and staff training	EEF: <i>Improving Literacy in KS1</i> – systematic synthetic phonics has one of the highest impacts on early literacy (EEF +5 months)	Challenge 4
Phonics CPD and coaching for all EYFS and KS1 staff, focusing on early language development and decoding skills	DfE approved phonics training improves fidelity and outcomes; particularly impactful for disadvantaged pupils	Challenge 4
Whole-school maths CPD using Oak National Academy's Maths PD modules (fluency, reasoning, problem-solving)	EEF: <i>Improving Mathematics in KS2 and KS3</i> – high-quality teaching, fluency, and reasoning improve long-term understanding (+5 months)	Challenge 3
Explicit vocabulary instruction across the curriculum (tiered vocabulary model)	EEF: <i>Oral Language Interventions</i> – strong evidence base for improving attainment in early years and KS1 (+6 months)	Challenge 4
Trauma-informed and inclusion-focused CPD for all staff, including SEND and safeguarding training	EEF: <i>Social and Emotional Learning</i> – whole-school approaches help develop resilience and readiness to learn (+4 months)	Challenge 2

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

Budgeted cost: £14,518

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted support from EWO service	Engage with the EWO to engage with families of pupils who are persistently absent. This role can provide tailored support and resources to help families overcome barriers to attendance. Source	1
Personalised Attendance Plans	Develop individualised attendance improvement plans for pupils identified as at risk of poor attendance. These plans should involve parents and outline specific actions to improve attendance. Source	1, 2
Targeted reading and phonics interventions for disadvantaged pupils in EYFS, KS1, and LKS2	EEF: <i>Reading Comprehension Strategies and Phonics Interventions</i> (+5 months)	Challenge 4

(decoding, blending, comprehension)		
Use of NELI (Nuffield Early Language Intervention) for pupils in Reception with delayed language	Strong evidence from EEF and DfE (DfE-commissioned rollout 2021–2022) shows NELI improves oral language skills	Challenge 4
Small group maths intervention focused on fluency and number facts for disadvantaged pupils working below ARE	EEF: <i>Small Group Tuition</i> – particularly effective when linked to class teaching (+4 months)	Challenge 3
Use of pre-teaching and precision teaching strategies in maths for pupils with low confidence and gaps in number fluency	EEF: <i>Feedback and Mastery Learning</i> – targeted, responsive teaching closes knowledge gaps (+6 months)	Challenge 3
Structured intervention programmes for pupils with EHCPs and/or safeguarding needs (e.g., bespoke learning plans, S&L support)	EEF: <i>Individualised Instruction</i> – effective when tailored to specific needs and closely monitored	Challenge 2
ELSA (Emotional Literacy Support Assistant) Programmes	Provide targeted emotional support through trained staff who can help pupils manage their emotions and build resilience, particularly for those facing safeguarding issues. Source	2
One to one conferencing	Use one-to-one conferencing for pupils who require additional support, particularly those with SEND. Tailored support can help address specific gaps in understanding and build confidence in their mathematical abilities. EEF	2, 3, 4

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

Budgeted cost: £8,076

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance tracking system with weekly monitoring and personalised follow-up for disadvantaged families	DfE guidance and EEF: <i>Parental Engagement</i> – consistent attendance approaches reduce persistent absence	Challenge 1

Early help referrals to address safeguarding and wellbeing concerns	DfE guidance: <i>Working Together to Safeguard Children</i> – early intervention improves attendance, engagement	Challenge 1, 2
Emotional literacy and self-regulation sessions delivered via ELSA or pastoral staff	EEF: <i>Social and Emotional Learning</i> (+4 months); emotional regulation improves readiness to learn	Challenge 2
Daily check-ins and nurture support for pupils with safeguarding concerns, SEMH needs, or complex SEND	Consistent adult relationships and routines build trust and resilience (EEF: Behaviour Interventions)	Challenge 2
Support for access to enrichment (trips, clubs, music, etc.) to develop cultural capital and increase motivation	EEF: <i>Arts Participation</i> – improves engagement and confidence, especially for disadvantaged pupils	Challenge 2, 4

Total budgeted cost: £ 43,850

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.

Intended Outcome:

Disadvantaged pupils will demonstrate improved attendance, with targeted support provided to families where patterns of poor attendance are persistent. The school will cultivate a supportive environment that promotes the importance of regular attendance and its link to academic success and wellbeing.

Outcome and Impact:

Whole-school attendance improved significantly, with overall attendance reaching 95.7%, exceeding national averages for the first time in five years. While attendance for disadvantaged pupils remained below that of their non-disadvantaged peers, there was a notable improvement across all age groups.

Disadvantaged pupil attendance rose from 89.2% in the previous academic year to 92.95%, marking a positive increase of 3.75 percentage points. This improvement reflects the impact of strengthened attendance monitoring, increased family support, and a consistent whole-school approach to promoting attendance.

It is worth noting that the disadvantaged attendance figure was affected by unauthorised holidays taken during term time, which brought the overall percentage down. Without this factor, the attendance rate would have been higher still. The data demonstrates that targeted strategies are beginning to close the attendance gap, and the school will continue to build on this momentum next year.

Intended Outcome:

Disadvantaged pupils, particularly those with SEND and safeguarding barriers, will demonstrate improved emotional wellbeing, readiness to learn, and attendance. The school will foster an inclusive environment where small but sustained progress is achieved, and pupils with EHCPs or other vulnerabilities are supported to thrive academically, socially, and emotionally.

Outcome and Impact:

Monitoring shows that disadvantaged pupils with additional needs are increasingly demonstrating improved readiness to learn, with a noticeable reduction in incidents of dysregulation and increased engagement in learning. Staff observations, pastoral records, and regular pupil conferencing indicate greater emotional stability and improved classroom participation.

Attendance for disadvantaged pupils improved notably (from 89.2% to 92.95%), with lateness significantly reduced following a thorough analysis of patterns and a proactive change to the school's gate opening and closing times. These adjustments removed logistical barriers for key families and supported calmer, more settled starts to the school day.

Pupils with EHCPs have made strong social and emotional progress, particularly through access to enrichment experiences such as PGL residential trips. These opportunities were

instrumental in developing confidence, independence, and social interaction skills. As one parent noted, “The PGL trip gave my child a real sense of belonging—they returned feeling capable and proud.”

Academically, disadvantaged pupils with high levels of need have made better than expected progress from their starting points, even though absolute attainment remains below age-related expectations in some cases due to the nature of their EHCPs. This reflects the success of personalised provision and a whole-school commitment to inclusion.

Intended Outcome:

Pupil Premium pupils will develop secure foundational mathematical skills, enabling them to perform confidently in statutory assessments and successfully engage with and solve more complex mathematical problems.

Outcome and Impact:

While there have been some positive indicators of progress—particularly in the Year 4 Multiplication Tables Check—the intended outcome has not yet been fully achieved and will remain a key focus for the coming year.

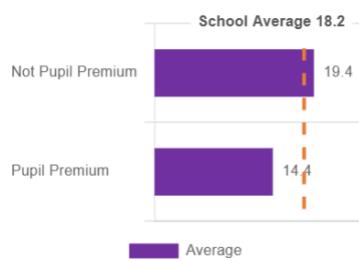
This year, 50% of disadvantaged pupils achieved a score of 20 or more in the MTC, compared to just 28.6% the previous year. The average score also improved from 14.4 to 15.6, reflecting gains in fluency and recall. These improvements suggest that targeted support and teaching strategies have had some impact on foundational knowledge.

However, this progress did not translate into significant improvement in statutory Key Stage 2 outcomes, where disadvantaged pupils continue to underperform compared to their peers. Many pupils still struggle with reasoning and problem-solving tasks, indicating that while recall and fluency have improved, deeper conceptual understanding remains an area of need.

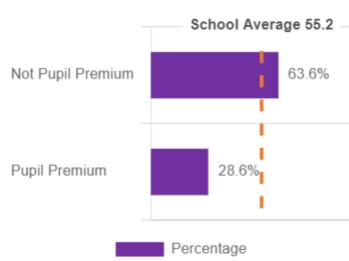
This highlights the need for continued, focused intervention and high-quality teaching to embed foundational mathematical understanding and develop confidence in applying these skills to more complex tasks. Strengthening early identification and providing sustained support through Key Stage 2 will be a strategic priority for the next academic year.

2023-2024 Outcomes MTC

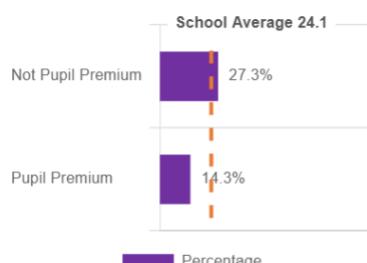
Average Score



Achieved 20/25 or greater

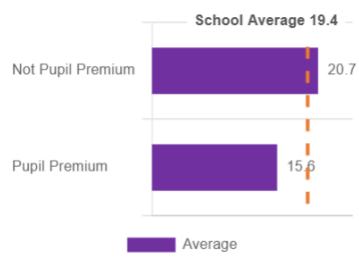


Achieved 25/25

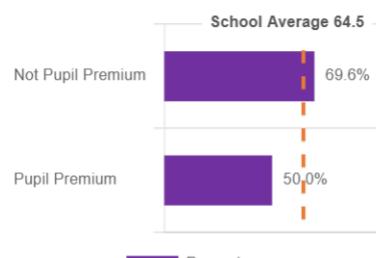


2024-2025 Outcomes MTC

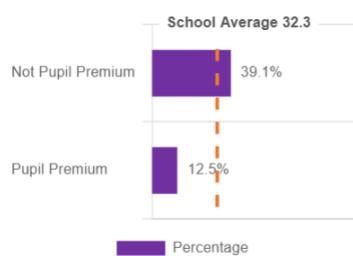
Average Score



Achieved 20/25 or greater



Achieved 25/25



Intended Outcome:

Disadvantaged pupils will demonstrate improved reading fluency, comprehension, and writing skills, narrowing the attainment gap with their non-disadvantaged peers. They will show increased confidence and engagement in literacy activities, with enriched vocabulary effectively applied in their written work.

Outcome and Impact:

While disadvantaged pupils continue to face multiple and complex barriers, there has been notable progress in their engagement with reading and writing this year. Across the school,

pupils showed stronger participation in literacy activities, with high levels of effort and focus evident in books and classroom contributions.

Pupils are beginning to demonstrate a broader and more confident use of vocabulary, which is being effectively applied in their written work—particularly in narrative and descriptive tasks. This reflects the impact of targeted vocabulary instruction, high-quality phonics teaching, and a wider emphasis on language-rich environments.

However, despite these gains, disadvantaged pupils are still not achieving outcomes in line with their non-disadvantaged peers. While individual case studies show clear progress in fluency and comprehension, this is not yet consistently reflected in statutory or summative assessment data.

The gap remains and is compounded by wider factors such as SEND, attendance, and emotional barriers. The school recognises this and will continue to prioritise reading and writing support—ensuring that the solid foundations laid this year lead to stronger outcomes moving forward.

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
Times Tables Rockstars	play.ttrockstars.com
Purple Mash (online platform)	2 Simple
Spelling Shed	https://www.spellingshed.com/en-us
Floppy Phonics	https://www.oxfordowl.co.uk/
White Rose Maths	https://whiteroseeducation.com/resources
Primary Stars Education	https://primarystarseducation.co.uk/
Letterjoin	https://www.letterjoin.co.uk/
Kapow	https://www.kapowprimary.com/