



Pupil Premium Strategy Statement The Ridge Primary School

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 outcomes for disadvantaged pupils last academic year.

School Overview

Detail	Data
Number of pupils in school	206
Proportion (%) of Pupil Premium eligible pupils	10.6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022- 2025
Date this statement was published	13/12/2022
Date on which it will be reviewed	01/12/2023
Statement authorised by	Mrs. D. Hudson
Pupil premium lead	Mrs. D. Hudson
Governor / Trustee lead	Mrs. J. Simmonds

Funding Overview

Detail	Amount
Pupil Premium funding allocation this academic year	£30,470
Recovery Premium funding allocation this academic year	£3,190
Pupil Premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) *Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£33,660

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 attaining. High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. 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. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our objectives for our disadvantaged pupils:

- The progress of our disadvantaged pupils should equal or exceed the progress of those who are not disadvantaged, especially in the core subjects of English and mathematics.
- They should be equipped, both academically and pastorally, to make good progress at secondary school and in later life.

Our current pupil premium strategy plan focuses on the following academic and pastoral goals:

- enhancing the quality of early years provision, especially developing children's oral language, including their vocabulary
- ensuring high-quality English and mathematics teaching in all year groups through continuing professional development, monitoring and evaluation
- using in-depth assessment to identify early any pupils who are struggling academically, and then to provide targeted support and focused intervention
- identifying and responding to pupils' social, emotional and mental health (SEMH) needs to improve their attitudes to learning and their resilience
- engaging with families to support their children's learning at home and improve their well-being
- improving pupils' attendance, punctuality and readiness to learn.

Our strategy plan is based on the following key principles:

- The plan is a key tool for improving outcomes for our disadvantaged pupils.
- It is aligned with and integral to other school plans and processes. It forms part of the school's wider planning and staff are familiar with it.
- Working to improve provision for our disadvantaged pupils should also improve provision for the wider school community, including for pupils who are not eligible for the Pupil Premium but whose needs are similar.
- Continuing professional development of different types forms an important strand of this work.
- This three-year plan can be adjusted in the light of evidence, including our own evaluation of what has worked (or not) in previous years.
- Regular reviews and scrutiny of data are seen as essential in evaluating the extent to which the plan is on track to meet its three-year objectives.
- We aim to provide value for money in terms of using our pupil premium (and recovery) funding efficiently and effectively to benefit our disadvantaged pupils.

Challenges

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

Challenge number	Detail of challenge
1: Cognition and Learning	Many children have barriers around cognition and learning; particularly poor auditory and visual memory, and difficulties in retaining learning.
2: Gaps from lockdown	Covid-19 lockdowns negatively affected children's knowledge and skills in English and mathematics (lost learning) and exacerbated existing difficulties.
3: SEMH needs	For some children, their social, emotional and mental health (SEMH) needs negatively affect their learning.
4: Parenting support	Lack of parental support and their lack of knowledge about how to provide such support for their children are barriers to the progress of some children.
5: Attendance	Persistent absence and lack of punctuality are barriers for a small number of children.

Intended Outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan** (July 2025) and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved attainment in phonics, reading and writing at the end of Key Stage 1.	<ul style="list-style-type: none"> 100% PP children pass the phonics screening check in Year 1* 80% PP children achieve expected standard or above in reading, writing and maths.*
Improved attainment in reading, writing and mathematics at the end of Key Stage 2.	<ul style="list-style-type: none"> 90% PP children achieve the expected standard or above in reading, writing and maths*
Improved attendance for Pupil Premium children.	<ul style="list-style-type: none"> Average attendance for Pupil Premium children is in line with non-Pupil Premium children.
Additional provision for all Pupil Premium Children	<ul style="list-style-type: none"> Targeted provision provides opportunities for Pupil Premium children to enjoy wider opportunities that they would not otherwise experience. Pupil Premium children report increased well-being and ability to self-regulate their feelings owing to the pastoral support and investment in well-being support for Pupil Premium children with SEMH needs.

(*See note in outcomes section – page 7).

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: £6, 660

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training for staff on high quality, evidence led speech and language interventions	Education Endowment Foundation – Oral Language Interventions	1, 2,3
External training and on-going support from Educational Psychologist, in order to support PP children with significant barriers to learning and SEMH	Education Endowment Foundation – Follow the Asses, Plan, Do, Review process Education Endowment Foundation – Targeted Academic Support	1, 2, 3, 4
On-going support for the use of standardised diagnostic assessments. (Training for staff to ensure assessments are interpreted and administered correctly.)	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	1, 2, 3,
Training for new staff to deliver Sounds Write Phonics, including as an intervention programme DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	1, 2,3,4

<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p>	<p>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:</p> <p>Education Endowment Foundation – Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	1,2,3,4
<p>Weekly coaching and training to develop teaching staff's pedagogy with a focus on assessment for learning.</p>	<p>Education Endowment Foundation – Embedding Formative Assessment</p> <p>Metacognition</p>	1,2,3,4

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

Budgeted cost: £ 13,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Sounds Write Phonics Interventions</p> <p>Additional phonics sessions targeted at disadvantaged pupils in Key Stage 1 and 2 who require further phonics support.</p>	<p>Education Endowment Foundation - https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p> <p>improving literacy at KS2</p> <p>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:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	1, 2
<p>Maths Intervention First Class @ Number and Secure Maths (Individual and groups)</p>	<p>Education Endowment Foundation – https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</p>	1, 2

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

Budgeted cost: £ 13,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Access to high quality books, support for parents to promote reading for pleasure.	OECD (2015) parental engagement with childrens' reading Cremin, 2016 CLPE, 'Reading for Pleasure: What we know works' (2014)	1,2,3,4,5
Forest School	Education Endowment Foundation https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel https://www.ncl.ac.uk/media/wwwnclacuk/socialjustice/files/forest-school-for-wellbeing.pdf	3..5
Musical Opportunities including whole class instrumental tuition (Year 4) and choir led by Vocal Teacher	Education Endowment Foundation https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel Education Endowment Foundation – Arts Based Education Arts Based Education	3..5
Attendance Support through employment of Attendance Officer	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel – parental engagement	5
Parental engagement activities – Workshops, Newsletters, Class Dojo, Twitter updates, signposting to parenting support.	EEF – parental engagement	3.4.5

Total budgeted cost: £ [insert sum of 3 amounts stated above]

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

The in-school testing at the end of the academic year 2021–22 drew on:

- In-school testing using YARC, NFER, Power Maths Assessments, previous SATs papers, teacher assessments
- standardised tests of phonics, spelling, grammar, reading comprehension, reading fluency, multiplication fluency, maths arithmetic and problem-solving
- Phonics Screen
- EYFSP and end of KS1 and 2 Outcomes

*Because of the small percentage and variability in number of disadvantaged pupils in each cohort, 2022 statutory assessment data needs to be treated with caution. (None / 2 / 3 pupils in a cohort)

The evidence led approaches to reading, writing and mathematics adopted by the school are shown to impact positively on the attainment of all pupils leading to the gap between those entitled to Pupil Premium and their peers, diminishing. *However, other factors such as Special Educational Needs and the impact of covid can influence outcomes for this small group of pupils.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Sounds-Write Phonics	Sounds-Write Phonics