# Pupil premium strategy statement – Ridgeway School

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 outcomes for disadvantaged pupils last academic year.

## School overview

| Detail | Data |
|---|---|
| Number of pupils in school | 153 |
| Proportion (%) of pupil premium eligible pupils due to deprivation (as of September 2026) | 33.65% |
| Number of Looked after or previously looked after pupils | 3 |
| Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended)** | 2026 – 2029<br>(This plan focuses on Sep 2026 - Sep 2027) |
| Date this statement was published | November 2026 |
| Date on which it will be reviewed | July 2027 |
| Statement authorised by | Joe Creswick |
| Pupil premium lead | Lulu Stanier-Martin |
| Governor Lead | Bernie Crease |

## Funding overview

| Detail | Amount |
|---|---|
| Pupil premium funding allocation this academic year | £49,300 |
| Recovery premium funding allocation this academic year | £0 |
| **Total budget for this academic year** | £49,300 |

# Part A: Pupil premium strategy plan – 3-year plan

## Statement of intent

Ridgeway School has high expectations for all pupils, regardless of their background or the challenges they face. We are committed to supporting good progress across all areas of learning and preparing pupils for adulthood. Our pupil premium funding aims to improve outcomes for disadvantaged pupils by addressing barriers to learning and participation. Many of our pupils already experience significant barriers; our aim is to prevent socio-economic disadvantage from compounding these. Alongside socio-economic disadvantage, pupils may experience further challenges in the following areas:

- Communication Skills
- Academic attainment
- Parental and carer involvement
- Cultural capital and wider experiences
- Attendance and punctuality

We recognise the challenges experienced by vulnerable pupils, including those with a social worker and young carers. The measures outlined in this statement are designed to address their needs, whether or not they are formally identified as disadvantaged.

High-quality teaching and provision are central to our strategy, with support focused on the areas where disadvantaged pupils need it most. Assessment of individual needs will inform targeted interventions, while all pupils will have access to a broad and balanced curriculum.

Disadvantaged pupils remain the primary focus of this strategy. Whole-school initiatives, including improvements to teaching quality, are also expected to benefit other pupils. Our intended outcomes therefore recognise improvements in the progress of non-disadvantaged pupils alongside those of their disadvantaged peers.

To support preparation for adulthood, we will help disadvantaged pupils develop independence, life skills and social competencies. High-quality careers guidance will remain available to disadvantaged pupils, alongside pastoral support for all pupils.

Formal and informal assessments identify each pupil's individual strengths and need and inform the support provided through this strategy. Decisions are based on this evidence rather than assumptions or labels. Our aim is to equip pupils with the knowledge, skills and experiences they need for a successful transition to adulthood.

Our key principles:

- To use funding effectively to deliver meaningful improvements for disadvantaged pupils, supporting their attainment and preparation for adulthood.
- To align pupil premium spending with the strategic priorities identified in the School Development Plan (SDP).

- To reduce and ultimately close gaps in attainment and progress between disadvantaged pupils and their non-disadvantaged peers, taking account of individual starting points, needs and strengths.

## Challenges

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

| Challenge number | Detail of challenge |
|---|---|
| 1 | Communication and interaction<br>Assessments, classroom observations and discussions with speech and language professionals indicate that disadvantaged pupils at Ridgeway School generally experience greater difficulty communicating and expressing their needs than their peers. Some pupils are non-verbal. Difficulties understanding language, processing information and retaining previously taught skills and knowledge can limit access to instructions, learning activities and social interaction. These barriers affect progress towards individual Education, Health and Care Plan (EHCP) outcomes and curriculum targets. The challenge is to develop each pupil's understanding and ability to communicate using approaches matched to their individual needs, enabling greater participation and independence. |
| 2 | Attendance<br>Attendance data identify disadvantaged pupils as disproportionately represented among persistently absent pupils, with unauthorised absence and persistent absence being a particular concern. Assessments and observations indicate that absence is adversely affecting their progress. Missed learning reduces access to teaching, communication support and opportunities to practise and consolidate skills across the curriculum. Assessments and observations indicate that absence is adversely affecting their progress. Missed learning reduces access to teaching, communication support and opportunities to practise and consolidate skills across the curriculum, it also contributes towards emotional dysregulation. The challenge is to understand the reasons for each pupil's absence, working with families and relevant professionals to identify individual barriers and appropriate support. Improving attendance will help pupils access learning and provision more consistently, with improved emotional regulation. |
| 3. | Cultural capital and wider experiences<br>Discussions, meetings and observations indicate that disadvantaged pupils and their families generally have fewer opportunities to access cultural and enrichment experiences outside school. This can limit opportunities to extend learning beyond the classroom, practise communication and social skills in different settings, and develop independence through first-hand experiences. The challenge is to provide equitable access to a broad range of curriculum-linked visits, activities and community experiences, including where costs would otherwise restrict participation. Provision should build on pupils' existing experiences and strengths and support their preparation for adulthood. |

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| 4. | <u>Emotional regulation and co-regulation</u><br>Classroom observations and incident data suggest that disadvantaged pupils generally require greater adult support, guidance and explicit teaching to recognise and regulate their emotions. Periods of dysregulation can interrupt engagement in learning and participation with others. The challenge is to provide consistent, individualised co-regulation support and help pupils develop strategies for managing emotions, communicating when they need help and returning to learning. Support should reflect each pupil's developmental stage and communication needs, with increasing independence encouraged where appropriate. |

## 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 |
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| Disadvantaged pupils strengthen their expressive communication and social interaction, using communication approaches matched to their needs to express choices, communicate needs and participate with peers and adults. | • **Individual progress:** Termly reviews show progress from recorded baselines towards communication-related personal learning objectives (PLOs), linked to EHCP outcomes and reviewed annually.<br>• **Functional communication:** Evidence for Learning, lesson observations and formative assessments show increased success in expressing needs, making choices or initiating and responding to interactions, with the level of adult prompting recorded.<br>• **Specialist evidence:** Speech and Language Therapist reviews, where applicable, identify progress against individual targets and inform next steps where progress is limited.<br>• **Transfer of skills:** Observations and parent/carer feedback provide examples of pupils using their communication skills with different people or in different settings, where appropriate to their individual objectives.<br>• **Assessment data:** BPVS assessments, where suitable for the pupil, provide evidence of receptive vocabulary development over time. Results are considered alongside functional communication evidence rather than used as the sole measure of success. |

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| Disadvantaged pupils improve their understanding of language and task-related information so that they can access learning and follow instructions, using verbal, visual or other communication support appropriate to their needs. | • **Individual targets:** Termly PLO reviews and annual EHCP reviews demonstrate progress from each pupil's baseline towards identified receptive language objectives.<br>• **Understanding in practice:** Evidence for Learning and classroom observations show greater success in understanding key vocabulary, following familiar instructions or completing tasks. Records identify the communication support and prompting required so that progress can be compared over time.<br>• **Specialist review:** Speech and Language Therapist reports, where applicable, evidence changes in understanding and identify appropriate adjustments to individual support.<br>• **Assessment evidence:** BPVS assessments, where suitable for the pupil, provide evidence of receptive vocabulary development over time. Results are considered alongside functional communication evidence rather than used as the sole measure of success. |
| Disadvantaged pupils make sustained progress towards their individual curriculum and EHCP outcomes. Identified gaps in attainment and progress between disadvantaged pupils and their peers narrow, taking account of individual starting points, needs and curriculum pathways. | **Curriculum progress:** Termly curriculum data and pupil progress meetings demonstrate progress against individual baseline assessments and agreed objectives. BPVS, Phonics and reading assessments and reading scores contribute where appropriate to the pupil's pathway. Group comparisons show a narrowing of identified gaps in comparable areas; where no gap exists, progress remains at least in line with comparable peers. Limited progress triggers a review of provision and next steps. Pupils working towards accreditations achieve outcomes matched to their individual learning goals. |

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| Disadvantaged pupils attend school more consistently, improving their access to teaching and specialist provision. Persistent absence and unauthorised absence reduce through support that addresses individual barriers in partnership with families. | **Attendance improvement:** Termly and end-of-strategy attendance analysis shows improved attendance and reductions in persistent and unauthorised absence for disadvantaged pupils compared with a verified baseline over equivalent periods. Individual attendance plans record barriers, agreed actions and progress against personalised targets. Reviews consider medical needs and other relevant circumstances, and identify further support where attendance has not improved. Any attendance gap with non-disadvantaged pupils narrows. |
| Disadvantaged pupils develop emotional regulation skills and make effective use of individualised co-regulation support, enabling more sustained engagement in learning and improved wellbeing. Independence increases where appropriate to each pupil's developmental and communication needs. | **Use of regulation strategies:** Observations show pupils increasingly communicating a need for help, accepting co-regulation or using an agreed strategy, compared with their individual baseline and with the level of support recorded.<br>**Reduced disruption to learning:** CPOMS records and classroom observations indicate reductions in the frequency, duration or intensity of dysregulation, where these are identified targets. Comparisons account for attendance and time in school; incident counts are not used alone to judge wellbeing.<br>**Individual progress:** Termly PLO reviews, annual EHCP reviews and relevant personal, social and emotional development assessments show progress towards agreed emotional regulation objectives.<br>Observations demonstrate increased engagement in classroom or community learning and improved ability to return to learning following dysregulation, measured against individual starting points.<br>Accessible pupil voice, parent/carer feedback and teacher observations provide examples of improved wellbeing and participation, considered alongside assessment and incident data at termly reviews. |

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| Disadvantaged pupils develop a greater enjoyment of reading and increased engagement with literature through ownership of high-quality set texts. | • All Pupil Premium pupils receive their own copy of the designated text to keep at home.<br>• At least 80% of families engage in shared reading, storytelling, book browsing, or discussion activities at home, evidenced through home-school communication records, reading diaries, or parent feedback.<br>• Parent/carer feedback indicates that at least 80% of families feel the provision of a personal copy of the text has supported opportunities for shared learning and interaction at home.<br>• Case studies and pupil voice evidence demonstrate enhanced enjoyment of reading and positive engagement with books both at school and at home. |

## Activity in this academic year

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

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £14,316 + £2780 = £17,096

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| Employment of highly specialised independent speech and language therapist to develop and improve pupil's communication skills across the school by providing staff training, parental/carer sessions, creating communication friendly environments', supporting the universal offer and offering targeted support to targeted and specialist caseload. | The Communication Trust worked with the Better Communication Research Programme to develop the What Works database of evidenced interventions to support children's speech, language and communication.<br>https://ican.org.uk/i-cans-talking-point/professionals/tct-resources/what-works-database/<br>This has been endorsed by the Royal College of Speech and Language Therapists Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions \| EEF<br>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions | 1, 4 |
| Communication and SALT resources | To ensure no pupil is left behind, Pupil Premium funding will be used to purchase specialist speech, language, and communication resources. Based on our experience and wider educational evidence, targeted communication tools are essential for removing barriers to learning for our pupils with SEND. This investment will directly support disadvantaged learners to develop their expressive and receptive communication skills, enabling them to fully access the curriculum and interact meaningfully with their peers.<br>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions | 1,4 |

## Attendance

Budgeted cost: £29,716 + £432 = £30,148

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| Employment of an attendance and inclusion lead to break down barriers of attendance and inclusion for disadvantaged pupils. | Persistent absenteeism is a significant barrier for many Pupil Premium pupils. An attendance and inclusion officer would work to break down these barriers to improve attendance. Increased access to learning will improve attainment in both expressive and receptive language skills, social and emotional skills and all areas of learning.<br>https://educationendowmentfoundation.org.uk/news/attendance-and-reading-key-barriers-to-disadvantaged-pupils-progress-say-three-in-four-schools | 1,2,3,4 |
| Purchase of software to analyse attendance and to help improve disadvantaged pupils attendance. | Poor attendance affects pupils' attainment in both expressive and receptive language skills, reading and phonics skills and all areas of their learning. The software provides daily updates on attendance giving real data to ascertain attendance of disadvantaged pupils. This enables next steps of intervention.<br>https://educationendowmentfoundation.org.uk/news/attendance-and-reading-key-barriers-to-disadvantaged-pupils-progress-say-three-in-four-schools | 1,2,3,4 |

## Wider strategies

Budgeted cost: £2,056

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| Purchase of set texts which will be given to pupils in receipt of pupil premium to keep at home to share with family members | There is a growing body of evidence which illustrates the importance of reading for pleasure for both educational purposes as well as personal development (cited in Clark and Rumbold, 2006).<br>Evidence suggests that there is a positive relationship between reading frequency, reading enjoyment and attainment (Clark 2011; Clark and Douglas 2011).<br>There is a positive link between positive attitudes towards reading and scoring well on reading assessments (Twist et al, 2007).<br>Regularly reading stories or novels outside of school is associated with higher scores in | 3 |

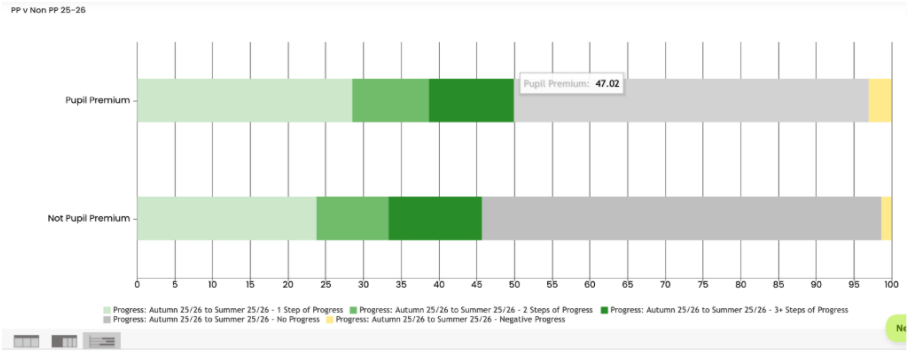
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|---|---|---|
| | reading assessments (PIRLS, 2006; PISA, 2009).<br>Evidence suggests that reading for pleasure is an activity that has emotional and social consequences (Clark and Rumbold, 2006).<br>Other benefits to reading for pleasure include: text comprehension and grammar, positive reading attitudes, pleasure in reading in later life, increased general knowledge (Clark and Rumbold, 2006).<br>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/284286/reading_for_pleasure.pdf | |
| Funds to support pupils attending residential trips or fund other curriculum activities that may incur a cost to families | Based on our experiences and our drive to ensure no pupil is disadvantaged, funding will be made available to support disadvantaged pupils in attending curriculum based activities | 3 |

## Total budgeted cost: £49,300

# Part B: Review of the previous academic year

## Overall Impact

### Overall Curriculum Data Pupil Premium v Not Pupil Premium pupils Autumn 25/26 to Summer 25/26

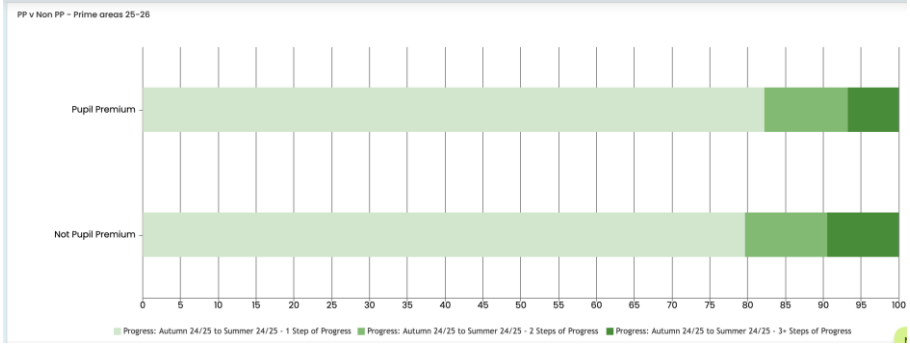



| Outcome | Pupil Premium | Not Pupil Premium |
|---|---|---|
| 1 Step Progress *(i.e. moving from a 4E (emerging) to a 4D (developing).* | 28-29% | 24% |
| 2 Steps Progress | 10% | 9-10% |
| 3+ Steps Progress | 11% | 12% |
| Maintained progress | 47-48% | 53-54% |
| Negative Progress | 3% | 1-2% |

Analysis of progress data demonstrates that Pupil Premium pupils performed at least as well as their non-Pupil Premium peers across the curriculum. Approximately half of all Pupil Premium pupils made one or more steps of progress during the academic year, compared with just under half of non-Pupil Premium pupils.

Rates of accelerated progress (three or more steps) were broadly similar between the two groups, indicating that disadvantaged pupils were able to access learning effectively and benefit from targeted intervention and support. While a small number of Pupil Premium pupils experienced regression, overall outcomes show that the school is successfully diminishing differences between disadvantaged pupils and their peers.

### Prime Areas



| Outcome | Pupil Premium | Not Pupil Premium |
|---|---|---|
| 1 Step Progress | 28-29% | 24% |
| 2 Steps Progress | 10% | 9-10% |
| 3+ Steps Progress | 11% | 12% |
| Maintained Progress | 47-48% | 53-54% |
| Negative Progress | 3% | 1-2% |

Progress within the Prime Areas was particularly strong. All pupils, including those eligible for Pupil Premium, made at least one step of progress during the year, with no pupils showing no progress or regression.

The majority of pupils in both groups made one step of progress, while around one in five pupils achieved accelerated progress of two or more steps. Pupil Premium pupils performed broadly in line with their peers, with only very small differences between groups.

These outcomes indicate that barriers associated with disadvantage are being effectively addressed through high-quality teaching, personalised learning programmes and targeted support. The data suggests that Pupil Premium funding is having a positive impact on pupils' access to learning and their ability to make sustained progress in key developmental areas.

**Key Findings suggest:**

- Curriculum delivery is effective.
- Assessment pathways are appropriately matched to pupil needs.
- Pupils are successfully developing foundational skills.

The most significant finding is that all pupils, regardless of disadvantage status, made measurable progress within the Prime Areas curriculum. *Pupil Premium pupils performed broadly in line with peers.* The differences between cohorts are very small. These differences are marginal and do not indicate a significant disadvantage gap.

## Impact of funding for Speech and Language Therapist for Universal Offer and training for Sensory integration Lead

| Pupil Premium Pupils | Communication & Interaction | Personal, Social and Emotional Development |
|---|---|---|
| Negative progress | 0% | 0% |
| Maintained progress | 0% | 0% |
| 1 step | 84.21% | 80.49 |
| 2 steps | 10.53% | 12.2% |
| 3+ steps | 5.26% | 7.32% |

| Non-Pupil Premium Pupils | Communication & Interaction | Personal, Social and Emotional Development |
|---|---|---|

| | | |
|---|---|---|
| Negative progress | 0% | 0% |
| Maintained progress | 0% | 0% |
| 1 step | 73.08% | 82.89% |
| 2 steps | 15.38% | 9.21% |
| 3+ steps | 11.54% | 7.89% |

### Key findings of Communication and Interaction Universal Offer

- The impact of funding a SALT for communication and interaction universal offer has shown significant benefits with positive progress across both areas**:** Neither group recorded negative progress or zero steps. One step was the most common outcome in each area.
- Communication & Interaction — the largest group difference: 26.92% of Non-Pupil Premium pupils made two or more steps, compared with 15.79% of Pupil Premium pupils: a difference of 11.13 percentage points. Three or more steps were recorded for 11.54% and 5.26%, respectively.

### Key findings of training for Sensory Integration Lead

- The impact of training for sensory integration has started to show benefits across the school with reduced behaviours and dysregulation. Sensory activities and sensory circuits are embedded across the curriculum and throughout the day for pupils who require more intensive support.
- The data for Personal, Social and Emotional Development shows broadly similar outcomes: 19.52% of Pupil Premium pupils made two or more steps, compared with 17.10% of Non-Pupil Premium pupils: a difference of 2.42 percentage points. Three or more steps were recorded for 7.32% and 7.89%, respectively.

### Key findings of training for employment of Positive Behaviour Lead

Our Assistant Head has had ongoing training to support her role as Positive Behaviour Lead. This enabled whole-school training on positive behaviour strategies and supporting emotional regulation. Learning walks, monitoring of positive behaviour tracking, CPOMs tracking, staff feedback and engagement with learning have demonstrated that impact that improved regulation have had on curriculum attainment.

## Impact of Attendance Software for attendance analysis

Attendance for Pupil Premium v Non-Pupil Premium is:

| | |
|---|---|
| Non-Pupil Premium – 89.76% | Pupil Premium – 82.10% |
| EAL – 84.26% | LAC – 96% |
| FSM Ever 6 – 82.10% | FSM – 82.10% |

The main finding is a 7.66 percentage-point attendance gap between Pupil Premium and non-Pupil Premium pupils. Pupil Premium attendance was 82.10%**,** compared with 89.76% for non-Pupil Premium pupils**.** All looked-after children had excellent attendance; this will continue to be monitored closely to ensure it remains high.

Severe and Persistent Absentees

- Pupil Premium pupils remain disproportionately represented among severe and persistent absentees.

- Cause and effect can be difficult to distinguish as significant attendance barriers for children with SEND may prevent parents from working because of caring responsibilities, potentially leading to Pupil Premium eligibility.
- Each severely absent pupil receives individualised support overseen by our Designated Safeguarding Lead and Family Support Worker, in liaison with families and other professionals.
- Pupil Premium pupils continue to need highly personalised support reflecting their individual circumstances and needs to break down barriers to attendance.