



## Pupil premium strategy statement – Ridgeway 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	125
Proportion (%) of pupil premium eligible pupils	29%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024 – 2026 (This plan focuses on Sep 2025 - Sep 2026)
Date this statement was published	September 2025
Date on which it will be reviewed	July 2026
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	£33,070
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )  <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.</i>	£0
<b>Total budget for this academic year</b>  <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>	£33,070



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

### Statement of intent

Ridgeway School is committed to high expectations for all pupils, whatever their background or challenges, and ensure good progress in all areas of learning and prepare them for adulthood. Ridgeway's goal is to use pupil premium funding to ensure positive outcomes for all disadvantaged pupils. Many of our pupils have additional and significant barriers to learning and our primary aim is to ensure that pupil premium is not an additional disadvantage. Socio-economic factors and disadvantage are not the only main challenge they face, there are also additional challenges that disadvantaged pupils may face when compared to their peers such as:

- Communication Skills
- Academic attainment
- Parental and carer involvement
- Sensory Needs
- Emotional wellbeing and ability to regulate emotions
- Social opportunities
  - Attendance and punctuality
  - Unmet attachment and trauma needs

We acknowledge 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, irrespective of whether they are formally identified as disadvantaged.

Central to our strategy is the delivery of high-quality teaching and provision, with a particular focus on the areas where disadvantaged pupils require the greatest support. This will include interventions informed by assessment of need, and by ensuring that all pupils have access to a broad and balanced curriculum.

Although the strategy is primarily designed to meet the needs of disadvantaged pupils, its implementation will benefit the wider school community. Where funding is directed towards whole-school initiatives, such as the enhancement of teaching quality, outcomes for all pupils are expected to improve. It is therefore implicit within the intended outcomes that the progress of non-disadvantaged pupils will also be strengthened alongside that of their disadvantaged peers.

In addition, we will provide disadvantaged pupils with support to develop independence, life skills, and social competencies. They will continue to have access to high-quality careers guidance, and pastoral support will remain available to all pupils.

This strategy is informed by the individual needs and strengths of each pupil, as identified through both formal and informal assessments, rather than through assumptions or labels. This approach will ensure that pupils are equipped with the knowledge, skills, and experiences required to make a successful transition to adulthood.

Our key principles:



- To ensure that funding is deployed effectively to deliver meaningful impact for disadvantaged pupils, supporting their attainment and preparation for adulthood.
- To align the use of pupil premium funding with the strategic priorities identified in the School Development Plan (SDP).
- To reduce and ultimately close the attainment and progress gap between disadvantaged pupils and their non-disadvantaged peers.

## 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 - Our triangulation of assessments, observations and discussions with Speech and Language show that disadvantaged pupils at Ridgeway School generally have greater challenges around communicating and expressing their needs than their peers, with a proportion being non-verbal. Limited language, pupils' ability to process information and retain learnt skills and knowledge impacts on pupils' progress with their outcomes and targets in their Education, Health Care Plans and the curriculum.
2	Our observations, discussions with families and discussions with outside professionals, indicate that disadvantaged pupils generally have more significant unmet attachment and trauma needs which need to be addressed for more positive emotional wellbeing later in life.
3.	Attendance – Our attendance data shows that disadvantaged pupils are disproportionately represented amongst 'persistently absent' data, particularly unauthorised absences. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
4.	Cultural Capital – we have identified through discussions, meetings and observations that disadvantaged pupils and their families generally have fewer opportunities to experience and develop cultural capital outside of school.
5.	Sensory Processing and Self-regulation - Many of our pupils at Ridgeway have challenges with sensory processing and self-regulation which is an additional barrier to learning. Strategies are required to support these pupils to support them with their emotional and mental wellbeing and ability to access the curriculum.
6.	Dysregulation - Class observations and incident data suggests that disadvantaged pupils tend to find it harder to regulate their emotions and need a greater level of adult support, guidance and teaching to help regulate their emotions.

## 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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<p>To strengthen pupils' communication skills by fostering expressive language development and supporting their capacity to interact socially with peers to the greatest level they can.</p>	<ul style="list-style-type: none"> <li>• <b>Progress towards short-term outcomes (PLOs)</b> identified termly and through annual EHCP reviews is being achieved.</li> <li>• <b>Evidence of progress</b> is supported by multiple sources, including lesson engagement, observations recorded in the Communication Area of Learning on Evidence for Learning, and ongoing formative assessments.</li> <li>• <b>Speech and Language Therapist reports</b> indicate that individual pupils are making measurable progress.</li> <li>• <b>Feedback from parents and families</b> further supports the positive impact on pupil development.</li> </ul>
<p>Improve the pupils' receptive language skills so they can more effectively understand and follow verbal instructions and task-related information within the learning environment.</p>	<ul style="list-style-type: none"> <li>• <b>Progress towards short-term outcomes (PLOs)</b> identified through termly and annual EHCP reviews.</li> <li>• <b>Evidence of Progress</b> - Observations recorded within the Communication and Interaction area of learning on <i>Evidence for Learning</i> demonstrate sustained progress over time.</li> <li>• <b>Speech and Language Therapist reports confirm</b> that individual pupils are achieving measurable improvements in their communication skills.</li> <li>• <b>BPVS scores</b> show year-on-year improvement across all pupils.</li> </ul>
<p>The gap in attainment between pupils eligible for Pupil Premium (PP) and their non-PP peers is closing, indicating the success of targeted interventions and inclusive teaching strategies.</p>	<ul style="list-style-type: none"> <li>• <b>Progress towards curriculum</b> outcomes - Progress data demonstrates that pupils are making expected progress across the curriculum. This is monitored through pupil progress meetings, individual phonics assessment data, Salford reading score data, and curriculum data drops.</li> </ul>
<p>Disadvantaged pupils' persistent level of absentee has diminished, and pupils attend school</p>	<ul style="list-style-type: none"> <li>• <b>Persistent absentee</b> data shows a reduction for disadvantaged pupils including unauthorised absences.</li> </ul>



<p>Disadvantaged pupils will have a greater ability to co-regulate and self-regulate their emotions in order that they are able to attend to their learning and have improved mental well-being.</p>	<ul style="list-style-type: none"> <li>• <b>Accreditations</b> - Disadvantaged pupils achieve accreditations that reflect their potential.</li> <li>• <b>Reduction in behaviour</b> data - A reduction is evidenced in behaviour incidents recorded on CPOMS for disadvantaged pupils.</li> <li>• <b>Progress towards short-term outcomes (PLOs)</b> identified at annual reviews are successfully achieved.</li> <li>• An increasing proportion of pupils are actively engaged in learning, both within classroom environments and in the wider community.</li> <li>• Qualitative evidence is gathered through student voice, parent/carer feedback, and observations from teachers and key stage leaders.</li> </ul>
<p>Trauma and attachment</p>	<ul style="list-style-type: none"> <li>• Pupils who receive therapeutic input demonstrate improved engagement in the classroom and develop more positive, successful relationships with both peers and adults.</li> <li>• <b>Staff feedback</b> indicates an enhanced understanding of attachment and trauma, and their impact on pupils' learning and wider educational experiences.</li> </ul>

## 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: £24,584.95

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Employment of highly specialised independent speech and language therapist to develop and improve pupil's communication skills across the school by providing staff training,</p>	<p>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.</p> <p><a href="https://ican.org.uk/i-cans-talking-point/professionals/tct-resources/what-works-database/">https://ican.org.uk/i-cans-talking-point/professionals/tct-resources/what-works-database/</a></p> <p>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</p>	<p>1, 5,6</p>



<p>parental/carer sessions, creating communication friendly environments’, supporting the universal offer and offering targeted support to targeted and specialist caseload.</p>	<p>combination of the two show positive impacts on attainment: Oral language interventions   EEF <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p>	
<p>Communication and SALT resources</p>	<p>Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment. It is important that spoken language activities are matched to learners’ current stage of development, so that it extends their learning and connects with the curriculum. The studies in the Toolkit indicate that language interventions with frequent sessions over a sustained period may have a larger impact, overall. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p>	<p>1,3,6</p>

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

**Budgeted cost: £8,485.05**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Funds to support pupils attending trips or fund other curriculum activities that may incur a cost to families</p>	<p>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</p>	<p>4</p>
<p>Purchase of software to analyse attendance and to help improve disadvantaged pupils attendance.</p>	<p>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. <a href="https://educationendowmentfoundation.org.uk/news/attendance-and-reading-key-barriers-to-disadvantaged-pupils-progress-say-three-in-four-schools">https://educationendowmentfoundation.org.uk/news/attendance-and-reading-key-barriers-to-disadvantaged-pupils-progress-say-three-in-four-schools</a></p>	<p>1,2,3</p>



<p>Employment of a positive behaviour lead one day a month to improve pupils' sensory and emotional regulation by providing staff training, support with positive behaviour strategies (both universal and targeted) and support with creating and implementing positive behaviour management plans.</p>	<p>Poor sensory and emotional regulation impact overall learning and mental wellbeing. Supporting pupils to regulate both in the classroom and community enables improved outcomes at school and in later life (improved academic performance, attitudes, behaviour and relationships with peers).</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a></p> <p><a href="https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf</a></p>	<p>1,2, 5,6</p>
<p>Training for a middle leader in attachment aware and trauma to develop a programme for identified individuals School wide training on Attachment and Trauma</p>	<p>Implementing a trauma-informed approach in schools ensures the whole school is aware of adversity, trauma, and resilience. It ensures there is a commitment to creating a safe, welcoming, and nurturing environment through policies, procedures, and practice that support trauma-informed approaches and avoid re-traumatisation of children, staff, and caregivers. Growing evidence suggests that Attachment Aware/ Trauma Informed schools increase engagement, reduce the use of sanctions and have stronger learning outcomes</p>	<p>1,2,6</p>
<p>Training for a middle leader in sensory integration to develop a programme for identified individuals</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a></p> <p>Sensory integration is the foundation for us to be able to learn even the simplest things and to behave appropriately throughout our day. Sensations flow into our brain at every moment and provide us with information that we can use to help us understand what is happening around us, to know what we need to do and to plan how to do those things.</p>	<p>1, 5,6</p>

**Total budgeted cost: £33,070**



## Part B: Review of the previous academic year

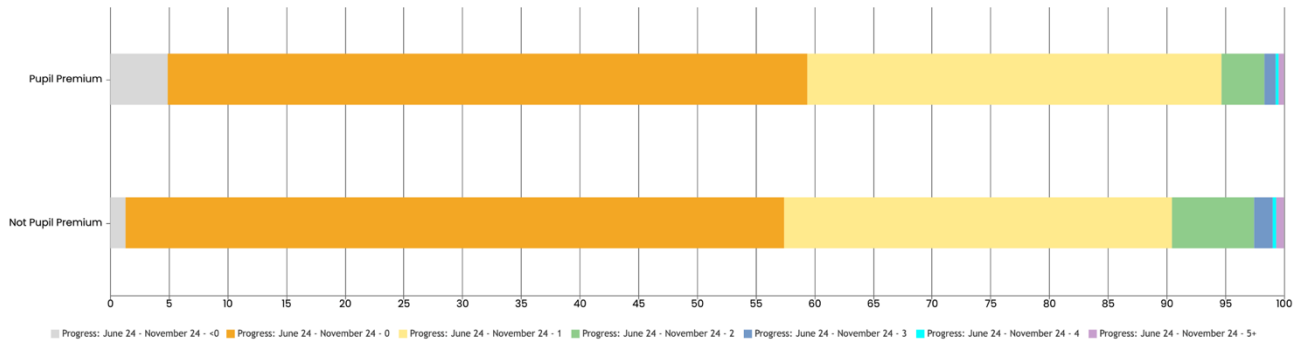
### Overall Impact

The data shows the impact the pupil premium activity has had on personal learning objectives from September 24-July 25.

#### Overall Impact

The chart below shows the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year for overall curriculum progress:

All Curriculum 24-25 Progress Data (Nov - June) PP / Non PP



Overall, pupils in receipt of pupil premium, make progress with the curriculum in line with their peers except for 2 or more steps. However, a greater proportion of PP pupils made 1 step progress than non-PP pupils. The green area of the graph indicates % of pupils that have made 2 or more steps progress on the Ridgeway curriculum, the yellow area for 1 step of progress, and the orange area shows pupils who have made no progress. The grey area indicates % of pupils who have regressed (e.g. due to deteriorating medical conditions).

#### Attendance

- Last academic year we had an 82.66% percentage of pupils in receipt of pupil premium who are severe absentees compared to 86.9% for non-pupil premium pupils
- Authorised absences 10.67% non-PP to 10.76% PP
- Unauthorised absences 1.66% non-PP to 4.69% PP
- Ridgeway has an individualised approach for each pupil who is a severe absentee, which is overseen by our Designated Safeguard Lead, including liaison with families and wider professionals. We will continue to look at each case individually

#### Reading and Phonics

Using our data from our curriculum evidence, PP pupils made better progress than non-PP pupils for phonics and reading for understanding from their baselines of personal learning objectives and phonics curriculum objectives.

- The phonics and pre-phonics curriculums are embedded across the school and meeting a wider range of pupil needs.
- All teaching staff had training in Sounds Write and Pre-Phonics and are now more confident in delivering phonics.
- PP funding was used to provide high-quality texts, which likely contributed to the progress seen.

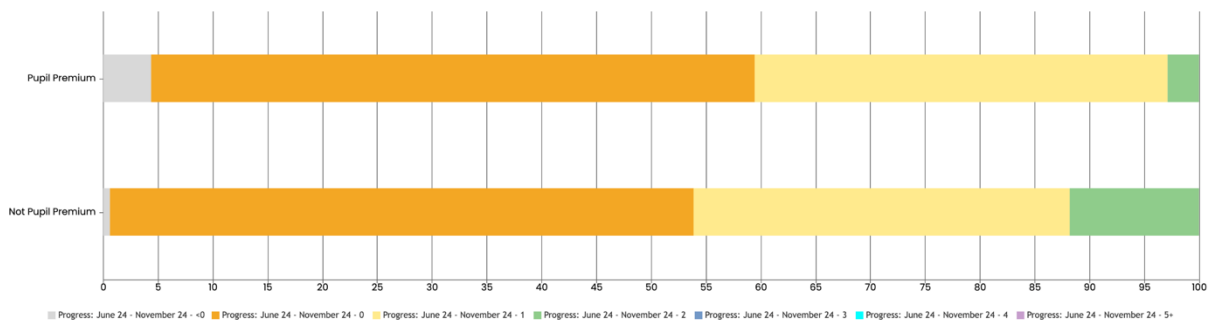


Literacy Reading Understanding	PP	Non-PP
0 step	33.33%	38.89%
1 steps	61.11%	40.74%
2 steps	5.56%	7.41%
3 steps		3.7%
4 steps		3.7%
5+ steps		3.7%
% of pupils making progress	66.67%	59.25%
Literacy Phonics		
0 steps	43.75%	42%
1 steps	31.25%	18%
2 steps	6.25%	10%
3 steps	12.5%	10%
4 steps		4%
5+ steps	6.25%	14%
% of pupils making progress	56.25%	56%

### Impact of funding for Speech and Language Therapy input and Communication Support Worker

Pupil’s short-term outcomes on their Personal Learning Plan (PLPs) showed progress was made within the area of communication for disadvantaged pupils. These are looked at on an individual basis. For the communication strand of the curriculum, another measure of progress, pupils in receipt of pupil premium, generally made slightly less progress than their non-PP peers. A lot of the work that we are doing with communication is still being embedded and next year we expect to see an increase and a closing of this gap.

Communication 24-25 PP / Non PP



### Impact of Positive Behaviour Lead

The employment of a positive behaviour lead has had a measurable impact on the emotional and social development of disadvantaged pupils. This role has supported staff through targeted training and the implementation of positive behaviour strategies, both universal and individualised. Data from the PSED curriculum areas, ‘Managing Feelings’ and ‘Making Relationships’ demonstrates that pupils in receipt of Pupil Premium funding made greater progress than their non-PP peers. In ‘Making Relationships’, 52.17% of PP pupils made one step of progress compared to 39.24% of non-PP pupils, while in ‘Managing Feelings’, 43.48% of PP pupils made one step of progress compared to 39.24% of non-PP pupils. Furthermore, a higher proportion of PP pupils achieved two or more steps of progress in emotional regulation, suggesting that the targeted support has contributed to improved mental wellbeing and readiness to learn. These outcomes reinforce the value of sustained investment in positive behaviour support as part of the wider pupil premium strategy.



PSED Making relationships	PP	Non-PP
0 step	43.48%	55.7%
1 steps	52.17%	39.24%
2 steps	4.35%	5.06%
3 steps		
% of pupils making progress	56.52%	44.3%
PSED Feelings/Behaviour		
0 step	47.83%	55.7%
1 steps	43.48%	39.24%
steps	4.35%	2.52%
3 steps	4.35%	1.27%
5+steps		1.27%
% of pupils making progress	52.18%	44.3%

Disadvantaged pupils will have access to an environment where the teacher’s voice can be amplified and clearly hear. This impacts on learning and attainment as well as language development and vocabulary.

Look at the data for HI pupils