

Pupil premium strategy statement

Bishop Ridley C of E Primary 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	344
Number of pupils eligible for Pupil Premium	25
Proportion (%) of pupil premium eligible pupils	7.3%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2025 2025-2026 2026-2027
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Stuart Keep (Headteacher)
Pupil premium lead	Michelle Torrance
Governor lead	Debbie Haughton (Chair of Governors)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£37,875
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year	£37,875

Part A: Pupil premium strategy plan

Statement of intent

At Bishop Ridley C of E Primary School, we believe that every child should be supported to achieve their full potential, regardless of their background. All members of our community are committed to meeting the pastoral, social and academic needs of our most vulnerable pupils, in an effort to close the gaps between these children and their non-disadvantaged peers.

Through the use of the Pupil Premium, we aim to support our disadvantaged pupils academically, through high-quality teaching. This is proven to have the greatest impact on closing the disadvantage attainment gap and, at the same time, will benefit all pupils within the school. It is our continued focus to improve outcomes for our Pupil Premium children so that when they leave Bishop Ridley in Year 6, their attainment is broadly in line with their non-disadvantaged peers and they are ready for the next part of their education.

Each year, we survey pupils and staff to ascertain the challenges faced by our vulnerable pupils, and set out clear strategies, as outlined in this document, to support and overcome these barriers. At Bishop Ridley, we have a whole-school approach in which all staff take responsibility for the outcomes of disadvantaged pupils and maintain high expectations to ensure that these children excel.

Challenges

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

Challenge number	Detail of challenge
1	Confidence to participate in and contribute to learning In a staff survey carried out in October 2025, around 42% of disadvantaged pupils were identified as lacking confidence to join in with class discussions. This suggests that a significant proportion of pupils are reluctant to share ideas, ask questions or take risks in learning, particularly in whole-class contexts.
2	Independence and sustained focus in learning Approximately 47% of disadvantaged pupils were identified as finding it difficult to work independently and maintain focus in class. This reliance on adult support can limit pupils' ability to develop resilience and apply learning strategies independently.

3	Self-regulation and response to feedback Around 26% of pupils were identified as struggling to take on feedback effectively. This indicates a need to strengthen pupils' self-regulation, reflection and metacognitive skills so that feedback leads to improved outcomes.
4	Attainment gaps against age-related expectations Nearly 47% of disadvantaged pupils were identified as not yet working at age-related expectations. This highlights the continued need for high-quality classroom teaching and targeted academic support to close attainment gaps.
5	Literacy fundamentals, particularly spelling Over 55% of disadvantaged pupils were identified as not scoring well in spelling tests. This points to weaknesses in spelling accuracy and automaticity, which may impact writing confidence and overall attainment across the curriculum.
6	Wider barriers affecting readiness to learn, particularly around attendance While most pupils are happy and behave positively, around 20–25% of disadvantaged pupils show concerns related to attendance, engagement or wider barriers to learning. These factors can reduce readiness to learn and require proportionate pastoral and academic support.

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 improve reading attainment and evidence for reading for pleasure among disadvantaged pupils.	Pupils eligible for pupil premium funding will show improved outcomes in literacy, particularly in spelling and reading fluency, evidenced by test results and reading ages. Engagement with reading at home will increase and all pupils eligible for pupil premium funding will visit the book vending machine at least once by the end of the year.
To improve pupils' knowledge of multiplication facts by the end of Year 4.	Data from the Year 4 Multiplication Check shows that all disadvantaged pupils score at least 20 out of 25.
To improve confidence, self-esteem and aspirations for disadvantaged pupils.	By the end of the academic year, pupils eligible for pupil premium funding will demonstrate increased confidence to

	contribute verbally in lessons, share ideas and take appropriate learning risks. This will be reflected in improved staff survey outcomes, pupil voice feedback and increased participation observed in classroom practice, particularly in KS2.
To increase the number of disadvantaged pupils submitting homework each week.	An increased number of disadvantaged pupils attend homework club and staff surveys show that the vast majority of these pupils are submitting homework on time. Weekly spelling test scores increase for disadvantaged pupils and pupils are heard to read more frequently.
To improve attendance for all pupils, particularly those who are disadvantaged.	Sustained high attendance by 2026/27 demonstrated by: - the attendance gap between disadvantaged pupils and their peers is no more than 5%. - the overall attendance figure for disadvantaged pupils is over 90%.
To improve pupils self-regulation and responses to feedback.	Pupils eligible for the pupil premium funding will increasingly use feedback to improve their work, showing a greater ability to reflect, edit and self-correct. This will be evidenced through book looks, classroom observation and improved progress over time.

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: £4,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
Developing high quality teaching through continued	High-quality CPD for teachers has a significant effect on pupils' learning outcomes. Evidence suggests that quality CPD has a greater effect on	1, 3, 4, 5

professional development.	pupil attainment than other interventions schools may consider, such as implementing performance-related pay for teachers or lengthening the school day. (Education Policy Institute, Evidence Review: The effects of high-quality professional development on teachers and students)	
Training new staff to deliver Little Wandle phonics and reading sessions and release time for Phonics leader to monitor the effectiveness of the programme's delivery.	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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	4, 5

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

Budgeted cost: £22,538

Activity	Evidence that supports this approach	Challenge number(s) addressed
Recruitment of two additional part-time teaching assistants.	The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year. Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average (EEF Teaching and Learning Toolkit: Teaching Assistant Interventions).	1, 2, 4, 5
Running an after-school homework club to provide small group tuition for all disadvantaged pupils.	Homework has a positive impact on average in primary schools. (+ 3 months). Some pupils may not have a quiet space for home learning – it is important for schools to consider	1, 2, 4, 5, 6

	how home learning can be supported (e.g. through providing homework clubs for pupils). https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework	
1:1 Coram Beanstalk reading for upper Key Stage 2 pupils.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: EEF Teaching and Learning Toolkit: One to One Tuition	1, 4, 5
Purchase of Number Sense and Times Tables Rockstars for daily times table intervention in Years 3 and 4.	The Number Sense Maths programmes are informed by research into children's attainment of number sense, children's attainment of fluency in addition and subtraction facts, and children's attainment of fluency in multiplication facts. 10 research principles underpin the programmes, which can be found here: https://numbersensematics.com/research-principles	1, 4

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

Budgeted cost: £10,737

Activity	Evidence that supports this approach	Challenge number(s) addressed
Work alongside local authority Education Welfare Officer to improve attendance.	DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. DFE Guidance – Improving School Attendance: Support for Schools and Local Authorities	4, 6

Purchasing high-quality texts for the school vending machine to encourage home reading.	Having access to resources and having books of their own has an impact on children's attainment. There is a positive relationship between the estimated number of books in the home and attainment. Setting the Baseline: The National Literacy Trust's first annual survey into reading	4, 5, 6
Encouraging home reading by accessing an e-library of for EYFS and KS1, matched to their current level of skill in terms of phonetic awareness.	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 EEF Teaching and Learning Toolkit: Phonics	4, 5, 6
Training up our school dog using the PAWS therapy programme to improve pupils' attendance and self-regulation.	There is a growing body of research indicating that school-based therapy dogs can contribute positively to pupil wellbeing, social skills and engagement. Studies show that interactions with therapy dogs can reduce physiological stress responses, support emotional regulation, and foster prosocial behaviour and confidence in pupils. Additionally, therapy dog programmes have been associated with increased school attendance and motivation, particularly for pupils who may experience anxiety or disengagement from learning. Therapy Dogs and School Wellbeing: A Qualitative Study (2023)	2, 3, 6

Total budgeted cost: £37,875

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outcomes for pupils eligible for pupil premium funding (effective July 2025) at Bishop Ridley CE Primary School remain strong overall, particularly when viewed in the context of small cohort sizes and the proportion of pupils with additional needs. Disadvantaged pupils generally achieve well in comparison to national outcomes, with strengths evident in reading, phonics and mathematics, especially by the end of Key Stage 2.

Early Years and Phonics

In EYFS, children eligible for pupil premium achieved well, with 100% achieving a Good Level of Development, exceeding national outcomes for disadvantaged pupils. This reflects the school's strong early identification of need and effective early intervention.

Phonics outcomes are also a clear strength. In Year 2 re-takes, 100% of pupil premium pupils met the expected standard, exceeding both national and school averages. This indicates that disadvantaged pupils are developing secure early reading skills and phonological knowledge.

Key Stage 1 and Lower Key Stage 2

Teacher assessment outcomes across KS1 and lower KS2 show that many disadvantaged pupils are working at age-related expectations in reading, writing and mathematics.

However, gaps remain in writing outcomes and learning stamina, particularly as curriculum demands increase. This aligns with internal evidence from pupil and staff surveys, which highlight confidence, independence and self-regulation as ongoing areas for development.

Key Stage 2 – End of Key Stage Outcomes

By the end of Year 6, disadvantaged pupils achieve strongly in statutory assessments:

- **Reading:** 86% of disadvantaged pupils met the expected standard, with average scaled scores above national averages.
- **Mathematics:** 71% of disadvantaged pupils met the expected standard, broadly in line with national non-disadvantaged figures.
- **SPaG:** 57% of disadvantaged pupils met the expected standard, demonstrating relative strength in spelling, punctuation and grammar.
- **Combined Reading, Writing and Mathematics:** Outcomes for disadvantaged pupils remain positive in the context of cohort composition, though writing continues to be the weakest element of the combined measure.

These outcomes reflect the impact of sustained focus on high-quality teaching, targeted academic support and pastoral provision, particularly in upper KS2.

Last year, 5 pupils who were eligible for Pupil Premium funding attended our after school homework club, where they were heard to read and practised spellings.

At the end of the last academic year, these children's attendance was 92.6% on average, compared to the whole school attendance of 95.4% One family had been referred to the Education Welfare Service, with a further six families known to the Education Welfare Officer.

Summary of Impact:

Overall, disadvantaged pupils at Bishop Ridley:

- Achieve well above national averages in phonics and reading
- Make strong progress in mathematics
- Continue to face greater challenge in writing, particularly in applying skills independently and consistently
- Benefit from strong early intervention, with some gaps emerging as pupils move through KS2

These outcomes, alongside pupil and staff survey evidence, have informed the priorities set out in the current pupil premium strategy, with an increased focus on confidence, independence, self-regulation and writing stamina, while maintaining strengths in early reading and mathematics.

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
PAWS Therapy Dog Training	PAWS Therapy Dogs
Beanstalk Reading	Coram Beanstalk