Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2026 to 2027 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Ringway Primary school
Number of pupils in school	201
Proportion (%) of pupil premium eligible pupils	(43/201) 21%
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended)**	2024-2027
Date this statement was published	19th November 2024 11th December 2025 1st December 2026
Date on which it will be reviewed	December 2027
Statement authorised by	Lisa Robson
Pupil premium lead	Lisa Robson
Governor / Trustee lead	Lauren Caisley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£70215
EYPP	£560
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	£ 70775

Part A: Pupil premium strategy plan

Statement of intent

Our strategy is informed by the **Education Endowment Foundation (EEF) guidance report, *Using Pupil Premium Effectively***, alongside internal assessment data, attendance information, pastoral records and our understanding of the barriers faced by disadvantaged pupils within our school community.

Our Objectives

We are committed to ensuring that every pupil, regardless of background or circumstance, is able to flourish academically, socially and emotionally.

Our ultimate objectives are to:

✓ Ensure all pupils have the support they need to maintain positive health, wellbeing and engagement in learning, enabling them to reach their full potential.

✓ Reduce, and ultimately eliminate, attainment gaps between disadvantaged pupils and their peers across all areas of the curriculum.

✓ Develop confident, fluent readers and secure foundational skills in literacy and mathematics, providing disadvantaged pupils with the strongest possible start for future learning and life opportunities.

✓ Remove financial barriers to participation so that all pupils can access the full range of educational, enrichment and extra-curricular experiences offered by the school.

✓ Promote equality of opportunity by ensuring every child receives the support, encouragement and provision needed to thrive throughout their primary education.

How We Will Achieve These Objectives

We will achieve these aims by:

- Providing enriching opportunities and experiences that disadvantaged pupils may not otherwise access.
- Ensuring sufficient staffing capacity to deliver targeted academic interventions and effective pastoral support.
- Delivering high-quality teaching and learning that meets the needs of all learners and enables pupils to make strong progress.
- Working closely with families to remove financial barriers and increase participation in educational visits, residentials, clubs and wider school activities.

- Providing timely support to address social, emotional and mental health needs, improving pupils' readiness to learn and overall wellbeing.

Key Priorities

To support the successful delivery of this strategy, we will:

- Ensure high-quality teaching is consistently delivered across the school, recognising that this has the greatest impact on pupil outcomes.
- Provide dedicated teaching assistant support in each year group to deliver targeted small-group and one-to-one interventions that address identified gaps in learning.
- Deliver additional pastoral and wellbeing support for vulnerable and disadvantaged pupils where required.
- Subsidise educational visits, residential experiences, extra-curricular activities and other enrichment opportunities to ensure full participation and inclusion.
- Carefully monitor the progress, attendance and wellbeing of disadvantaged pupils, adapting support quickly where additional needs are identified.

Challenges

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

Challenge number	Detail of challenge
1	Limited parental engagement in reading, phonics and early language development results in some pupils receiving insufficient opportunities to practise and consolidate key literacy skills at home. This slows the development of fluency, comprehension and confidence in reading.
2	Attainment data shows that disadvantaged pupils achieve less well than their non-disadvantaged peers in reading, writing and mathematics across Key Stage 2. The gap is particularly evident in the proportion of pupils achieving the Greater Depth Standard.
3	Some disadvantaged pupils have limited access to wider life experiences, cultural opportunities and enrichment activities. This can affect their vocabulary development, background knowledge, engagement with the curriculum and aspirations for future education and employment.
4	An increasing number of pupils experience social, emotional and mental health needs, family adversity, and safeguarding-related challenges. These factors can impact wellbeing, attendance, behaviour, readiness to learn and overall academic progress.

5	Attendance and punctuality rates for some disadvantaged pupils are lower than those of their peers. Lost learning time reduces opportunities to access the full curriculum and can negatively affect progress and attainment over time.

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 ensure high-quality phonics and early reading provision is consistently delivered across all relevant year groups (Challenge 1).	• High-quality, systematic phonics teaching is embedded across EYFS and Key Stage 1, with effective intervention and catch-up support available for pupils in Key Stage 2 who have not yet met expected standards. • The proportion of disadvantaged pupils passing the Year 1 Phonics Screening Check is in line with national averages and their peers. • Pupils required to retake the screening check in Year 2 achieve outcomes in line with national figures. • The number of pupils entering Key Stage 2 without meeting the expected phonics standard is significantly reduced year-on-year.
To improve attainment and increase the proportion of disadvantaged pupils achieving Age-Related Expectations (ARE) and Greater Depth across the curriculum (Challenge 2).	By July 2027: • The attainment gap between disadvantaged and non-disadvantaged pupils in reading, writing and mathematics will be reduced. • Outcomes for disadvantaged pupils will improve across all year groups. • The percentage of disadvantaged pupils achieving Greater Depth in reading, writing and mathematics will increase annually. • Internal and statutory assessment data will demonstrate sustained progress and improved attainment for disadvantaged pupils.
To enrich children's cultural capital and broaden life experiences for all pupils, particularly those from disadvantaged backgrounds (Challenge 3).	A planned programme of high-quality enrichment opportunities, including educational visits, visitors and curriculum enhancement experiences, is embedded

	across all year groups. • All pupils have access to a wide range of free or low-cost extra-curricular activities. • Residential visits are available for pupils in Years 3, 4, 5 and 6, with financial support provided where required to ensure disadvantaged pupils can participate. • Pupil voice demonstrates increased knowledge, aspirations, confidence and engagement with wider opportunities.
To promote positive mental health, wellbeing and resilience, ensuring all pupils are ready to learn and thrive (Challenge 4).	• Pupils report that they feel safe, happy and supported in school. • Pupil voice indicate strong levels of emotional wellbeing and belonging. • Increased levels of engagement in learning, enrichment activities and social opportunities are evident through monitoring and observation. • Governors can clearly evaluate and monitor the impact of wellbeing provision through regular reporting and measurable outcomes.
To secure consistently strong attendance for all pupils and reduce attendance gaps for disadvantaged pupils (Challenge 5).	• Whole-school attendance is in line with national averages. • Attendance of disadvantaged pupils is at least in line with, or better than, that of their peers. • Persistent absence among disadvantaged pupils reduces year-on-year. • Attendance barriers are identified and addressed promptly through effective partnerships with families and external agencies where appropriate.

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: £ 25 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maintain additional adult support in every class through class teachers and teaching assistants to enable targeted group work, rapid intervention and greater individualised support for pupils requiring additional challenge or catch-up.	The Education Endowment Foundation (EEF) highlights that reducing pupil-to-adult ratios can increase opportunities for high-quality interaction, targeted support and effective feedback. When deployed effectively, teaching assistants can have a positive impact on pupil progress, particularly when supporting structured interventions and small-group teaching.	1, 2
Provide comprehensive Read Write Inc. (RWI) phonics training and refresher CPD for all teaching and support staff. Continue partnership work with the English Hub to ensure high-quality implementation of phonics teaching, coaching for staff and leadership development for the Phonics Lead.	Strong evidence demonstrates that systematic synthetic phonics is the most effective approach for teaching early reading. The EEF identifies phonics as one of the most robust and evidence-based approaches for improving literacy outcomes, particularly for disadvantaged pupils and those at risk of falling behind.	1
Strengthen Quality First Teaching through ongoing professional development, termly pupil progress and attainment reviews, targeted interventions, high-quality formative assessment, and effective feedback practices across the curriculum.	The EEF Guide to the Pupil Premium identifies high-quality teaching as having the greatest impact on closing attainment gaps. Regular assessment, responsive teaching, evidence-informed interventions and effective feedback are all shown to improve pupil outcomes and accelerate progress for disadvantaged learners.	1,2,3

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

Budgeted cost: £ 35 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Every class is supported by a skilled Teaching Assistant who delivers targeted small-group and one-to-one interventions, enabling pupils to address identified gaps in learning and accelerate progress in core subjects.	**EEF Teaching and Learning Toolkit** research shows that both small-group tuition and one-to-one support can deliver significant gains in pupil progress when interventions are carefully planned, targeted and monitored. Effective deployment of Teaching Assistants can further enhance outcomes for disadvantaged pupils.	1,2
The SENDCo coordinates assessment, provision and intervention programmes for disadvantaged pupils with additional needs, ensuring support is personalised, evidence-informed and closely monitored for impact.	**EEF Special Educational Needs in Mainstream Schools Guidance Report** highlights the importance of high-quality assessment and individualised approaches to meet pupils' specific learning needs and remove barriers to achievement.	2
Teachers use ongoing formative and summative assessment to identify learning gaps promptly and provide timely academic support, intervention and adaptation of teaching. Pupil progress is reviewed regularly to ensure interventions remain responsive and effective.	**EEF Assessing and Monitoring Pupil Progress** guidance emphasises the importance of regular assessment in identifying misconceptions, monitoring progress and informing teaching decisions that improve attainment.	2
Structured intervention programmes in reading, writing and mathematics are delivered to disadvantaged pupils who require additional	Evidence from the EEF indicates that targeted interventions are most effective when they are focused, time-limited, linked to classroom learning and delivered by trained staff.	1,2

support to achieve age-related expectations and close attainment gaps.		
Regular pupil progress meetings enable leaders and teachers to evaluate the impact of interventions, identify emerging needs and adapt provision to secure the best possible outcomes for disadvantaged pupils.	Research demonstrates that effective use of assessment information and responsive intervention planning contribute to improved attainment and progress for disadvantaged learners.	1,2

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

Budgeted cost: £ 10 215

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maintain a skilled pastoral support team comprising the SENDCo, Mental Health Lead and Lead Pastoral Teaching Assistant to promote pupils' emotional wellbeing, resilience and readiness to learn.	The EEF identifies Social and Emotional Learning (SEL) as having a positive impact on academic outcomes. Effective pastoral support helps pupils develop emotional regulation, resilience, confidence and positive attitudes towards learning. High-quality pastoral care is fundamental to removing barriers to learning and ensuring pupils can engage fully with education.	4
Implement robust attendance systems, including regular monitoring, early identification of concerns and targeted interventions for vulnerable pupils. This includes prompt communication with families, attendance incentives, targeted contact for disadvantaged pupils, and swift involvement of the Education Welfare Officer (EWO) where required.	Government guidance on improving school attendance highlights the importance of early intervention and strong home-school communication. National research demonstrates a clear link between improved attendance and higher attainment, with persistent absence significantly reducing the likelihood of achieving expected standards.	5

Provide subsidised breakfast club places for disadvantaged pupils where this supports improved attendance, punctuality and readiness to learn.	Government evaluations of school breakfast clubs show positive impacts on attendance, punctuality, behaviour, concentration and academic outcomes, particularly in areas of disadvantage.	5
Subsidise educational visits, visitors and residential experiences to ensure all pupils can access a broad and enriching curriculum regardless of financial circumstances. Additional funding enables participation in extracurricular activities and wider opportunities that may not otherwise be available.	EEF evidence indicates that enrichment activities, including outdoor learning, can improve engagement, motivation, wellbeing and social development. These experiences help broaden aspirations, build cultural capital and support personal development.	3
Implement a whole-school approach to promoting positive mental health and wellbeing through targeted interventions, universal support and access to specialist services where required.	The EEF highlights that social, emotional and mental health interventions can positively impact academic outcomes. Research demonstrates that developing resilience, self-regulation and wellbeing supports engagement with learning and improves long-term educational outcomes, particularly for disadvantaged pupils.	4
Strengthen parental engagement by providing regular opportunities for parents/carers to participate in school life, attend workshops, celebrate learning and work collaboratively with staff to support their child's development.	EEF evidence shows that effective parental engagement can lead to significant improvements in pupil attainment. Strong home-school partnerships support attendance, behaviour, wellbeing and academic progress, particularly for disadvantaged learners.	1,4

Total budgeted cost: £ 70 215

EYPP Allocation (£560)

Resource/Activity	Cost	Linked Challenge
Home Reading Packs (books, story sacks, reading journals) for EYPP children	£200	Challenge 1
Early Language Resources (screening materials, vocabulary games, communication resources, puppets)	£150	Challenge 1
Parent Workshop and Resource Packs (phonics cards, sound mats, guidance booklets)	£100	Challenge 1
Nursery/Reception enrichment experiences (visitor, farm experience, animal encounter, transport visit etc.)	£110	Challenge 3

Early Years Pupil Premium (EYPP) Funding (£560)

The school's EYPP allocation will be used to strengthen early language, communication and literacy development for disadvantaged children in Nursery and Reception. Funding will contribute towards high-quality early language resources, home reading materials and parent engagement initiatives which support children's communication, vocabulary, phonics and early reading skills. A proportion of the funding will also be used to provide enriching first-hand learning experiences that broaden children's knowledge of the world and support language development.

Evidence Base:
Research from the Education Endowment Foundation identifies early language development and parental engagement as high-impact approaches for improving outcomes for disadvantaged children. High-quality interactions, shared reading and rich vocabulary experiences help to improve communication skills, literacy development and school readiness. These approaches support the school's priorities around phonics, early reading and parental engagement.

Success Criteria:

- EYPP children demonstrate accelerated progress in Communication and Language.
- EYPP children access daily reading opportunities both at school and home.
- Increased parental participation in reading and phonics activities.
- EYPP children develop a broader vocabulary and improved communication skills.
- All EYPP children participate in enrichment experiences that support language and personal development.

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 2025 to 2026 academic year.

This section details the impact of our pupil premium strategy during the 2025–2026 academic year. Evaluation of internal assessment data demonstrates that many of the strategies implemented had a positive impact, particularly in Early Years, phonics, parental engagement and access to learning opportunities. However, outcomes also highlight the continuing challenges associated with small cohort sizes, attendance, and attainment gaps within specific year groups, particularly in Key Stage 2.

Improving attainment and progress for disadvantaged pupils

The school continued to closely monitor pupil premium pupils through termly pupil progress meetings and targeted intervention programmes. Outcomes remained strongest in Early Years, where **100% (3/3) of disadvantaged children achieved a Good Level of Development (GLD)** compared with **73% of all pupils**, maintaining the excellent outcomes achieved in the previous year.

Across the school, attainment data reflects the impact of targeted support, although outcomes varied significantly between cohorts due to the small numbers of disadvantaged pupils within many year groups. While some attainment gaps remain, analysis indicates these are largely cohort-specific rather than indicative of a whole-school trend.

Phonics

A key priority was ensuring disadvantaged pupils achieved the expected standard in phonics. Actions included the continued development of the Read Write Inc. programme, introduction of RWI in Nursery, half-termly assessments, staff training through the English Hub, and daily targeted intervention groups.

Phonics outcomes remained strong, with **75% of disadvantaged pupils meeting the expected standard**, compared to **90% of all pupils**. Although this represents a decline from the previous year (83%), the cohort consisted of only four disadvantaged pupils, meaning individual outcomes had a significant impact on percentages. The school remains committed to maintaining high-quality phonics teaching and early intervention to improve outcomes further.

Targeted academic interventions

Teaching assistants delivered a wide range of carefully planned interventions, including Read Write Inc., Power of 2, Toe-by-Toe, Talk Boost, Numicon and maths key skills programmes. Intervention impact was reviewed regularly by the Lead Teaching Assistant, senior leaders and subject leads, enabling support to be adapted swiftly when required.

The impact of interventions was most evident in mathematics outcomes:

- In **KS2 maths**, disadvantaged pupils increased attainment at the expected standard from **55% to 67%**.
- In **KS2 reading**, disadvantaged pupils achieved **44% EXS and 22% GDS**, demonstrating that a significant proportion of pupils were able to attain at greater depth despite overall attainment being below previous cohorts.
- In **KS2 writing**, attainment remained a challenge with **44% achieving the expected standard**, indicating this remains a key area for future development.

At **KS1**, outcomes for disadvantaged pupils were lower than the previous year across reading, writing and mathematics. This reflects the specific needs and starting points of the cohort and highlights the necessity of continued intervention and support from an earlier stage.

Greater Depth attainment

A range of strategies was implemented to increase the proportion of disadvantaged pupils achieving Greater Depth, including enhanced challenge in lessons, targeted intervention groups, booster sessions and clear next-step target setting.

Evidence shows some success in this area:

- **KS2 Reading GDS:** 22% of disadvantaged pupils achieved greater depth.
- **KS2 Maths GDS:** 22% of disadvantaged pupils achieved greater depth.
- **KS1 Reading, Writing and Maths GDS:** 11% of disadvantaged pupils achieved greater depth in each subject.

While outcomes demonstrate that some disadvantaged pupils are attaining at higher standards, increasing Greater Depth attainment remains an area of focus, particularly in writing.

Parental engagement and support for learning

Strengthening parental engagement remained a significant priority. The school continued to utilise Class Dojo, ParentPay, parent consultation evenings, coffee mornings, workshops and regular communication between home and school.

Attendance at workshops and engagement through digital communication platforms increased parental access to information and resources, particularly in relation to reading and phonics. Staff report stronger relationships with families and greater opportunities to work collaboratively to support pupils' learning and wellbeing.

Removing financial barriers

Pupil Premium funding continued to ensure that disadvantaged pupils could participate fully in school life. Subsidies were provided for educational visits, residential experiences and swimming lessons, reducing financial barriers and supporting equality of opportunity. This

ensured disadvantaged pupils were able to access the same enrichment opportunities as their peers.

Attendance

Attendance remains an area requiring continued focus.

Group	2024-25	2025-26
All Pupils	95%	93%
Pupil Premium	94%	90%
Non-Pupil Premium	95%	94%

Attendance declined across all groups during 2025–2026, with disadvantaged pupils experiencing a greater reduction than their peers. Consequently, the attendance gap widened from 1% to 4%.

Persistent absence also increased:

Group	2024-25	2025-26
All Pupils	8%	21%
Pupil Premium	13%	37%
Non-Pupil Premium	5%	15%

Persistent absence among disadvantaged pupils rose to **37%**, significantly above the whole-school average and non-disadvantaged pupils. Attendance therefore remains a key priority moving forward, as evidence consistently demonstrates the strong link between attendance and pupil outcomes.

Overall Evaluation

Overall, the pupil premium strategy has had a positive impact in several priority areas. Disadvantaged pupils continued to achieve exceptionally well in Early Years, phonics remained strong, parental engagement improved, and targeted interventions supported progress, particularly in mathematics. The school has successfully maintained systems for identifying barriers to learning and responding quickly through targeted support.

The main challenges remain improving outcomes for disadvantaged pupils in specific KS1 and KS2 cohorts, increasing the proportion achieving greater depth, and addressing declining attendance and rising levels of persistent absence. These priorities will continue to inform the school's pupil premium strategy for 2026–2027, with a particular focus on attendance, literacy

development, targeted academic interventions and sustaining high-quality teaching for all disadvantaged pupils.

In- house assessment data comparing attainment of all children to attainment of pupil premium children.

	Summer 2025 EXS	Summer 2025 GDS	Summer 2026 EXS	Summer 2026 GDS
EYFS				
GLD All	70%	-	73%	-
GLD PP (3)	100%	-	100%	-
Phonics				
All	83%	-	90%	-
PP (4)	83%	-	75%	-
KS1 Reading				
All	74%	22%	52%	24%
PP (9)	63%	13%	22%	11%
Writing				
All	65%	9%	48%	14%
PP	63%	0%	22%	11%
Maths				
All	70%	22%	52%	24%
PP	75%	13%	33%	11%
RWM				
All	61%	9%	43%	14%
PP	63%	0%	22%	11%
KS2	Summer 2025 EXS	Summer 2025 GDS	Summer 2026 EXS	Summer 2026 GDS
Reading				
ALL	83%	47%	83%	27%
PP (8)	73%	18%	44%	22%
Writing				
ALL	70%	17%	60%	7%

PP	**50%**	**10%**	**44%**	**0%**
Maths				
ALL	**70%**	**47%**	**80%**	**30%**
PP	**55%**	**27%**	**67%**	**22%**
RWM				
ALL	**67%**	**13%**	**57%**	**17%**
PP	**55%**	**9%**	**33%**	**0%**

	% September 2024 to July 2025	**% September 2025 to July 2026**
Attendance		
ALL	95%	93%
PP	94%	90%
Non-PP	95%	94%
Persistent absence- 10% and above		
All	8%	21%
PP	13%	37%
Non-PP	5%	15%

Externally provided programmes.

Programme	**Provider**
Times Table Rockstars	Maths circle
Test base	AQA
Spelling Shed	EdShed
Literacy Shed	Literacy Shed
Jigsaw	Jigsaw