Pupil premium strategy statement

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
School name	Ribchester St. Wilfrid's C of E Primary School
Number of pupils in school	98
Proportion (%) of pupil premium eligible pupils	10% (7 PP and 3 LAC/Post LAC)
Academic year that our current pupil premium strategy plan covers (3 year plans are recommended)	2026-2027
Date this statement was published	October 2026
Date on which it will be reviewed	July 2027
Statement authorised by	Miss Isherwood
Pupil premium lead	Mrs E Lester
Governor lead	Mrs R Billington

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£10,850
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£10,850

Part A: Pupil premium strategy plan

Statement of intent

As a small school, the class sizes enable pupils to receive a high degree of personalised learning to meet their individual needs. This is achieved by 'quality first teaching'. This approach is supported by the EFF who stated,
'Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending.'

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 attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

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 approach will be responsive to common challenges and individual needs, rooted in robust ongoing assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach for which all staff take responsibility
- monitor disadvantaged pupils' outcomes and raise expectations of what they can achieve

Finally, all of the pupils at Ribchester St. Wilfrid's are entitled to receive a broad and balanced curriculum regardless of financial background. The pupil premium grant ensures that all children receive the same opportunities, experiences and academic support, therefore raising aspirations for lifelong learning. Our overarching objective is to provide an inclusive, high-quality education for all.

Challenges

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

Challenge number	Detail of challenge
1	Some pupils fall behind in class. Pupil premium money is used to fund TA hours to facilitate small group intervention or 1:1 support for targeted children so that every child in school is able to achieve to the very best of their ability
2	Social and Emotional Difficulties: Some children struggle to regulate their emotions, have low self-esteem and self-confidence. This affects their growth mind set, friendships and relationships with others.
3	Attainment: Although many of our pupils make good progress from their starting points they are not always working at age-related expectations in reading, writing and maths.
4	Assessments and observations have shown that the majority of our disadvantaged pupils have greater difficulty with phonics and the application of that knowledge when spelling. This negatively impacts their development as writers.

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 continue to ensure the outcomes for pupils in receipt of pupil premium are at least in line with those of peers in school across the curriculum through ensuring high quality teaching is effectively in place, alongside targeted interventions.	Pupils' attainment is in line with their peers. Children make at least expected progress through the key stages.
100% of pupils who retake the phonics check in Y2 to pass. This will also take place in second half of the summer term 2027.	100% of all children who retake the phonics in Y2 pass. PP pupils who have received targeted support make progress in line with their peers.
To ensure the holistic development of the children: raising aspirations, feeling successful, enjoying learning, belonging to a school community and feeling safe, secure and supported	Feedback from pupils (pupil voice) and families. • Pupil progress meetings, reports from teachers. • Growth mindset • Nurture support • PP children able to access the whole curriculum and school life • Feedback from PSHE curriculum

Activity in this academic year: 2026/2027

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: £9,350

Activity	Evidence that supports this approach	Challenge number(s) addressed
• Quality First teaching • Use of Provision Maps • Effective AFL assessment & feedback • Pupil Book Study CPD implemented • Trust based peer observations	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback https://educationendowmentfoundation.org.uk/support-forschools/school-improvement-planning/1-high-quality-teaching 'The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.'	1 & 3

Teaching Assistant hours to facilitate 1:1 / small group intervention support for targeted children who are behind their peers in reading, writing or maths	Internal data and 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 with measurable targets and progress. The previous year's results also evidence this approach.	1, 3 & 4
Funding for targeted 1:1 support for pupil premium pupils who are off track	Oral language interventions can have a positive impact on pupils' language skills and phonics development. Short sharp maths interventions also show measurable positive impacts.	1 & 3

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

Budgeted cost: See above

Activity	Evidence that supports this approach	Challenge number(s) addressed
Effective deployment of staff, and Teaching Assistant to support key children and year groups.	EEF research guidance: https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/teaching-assistants Research on TAs delivering targeted interventions in oneto-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress (effect size 0.2 – 0.3). Crucially, these positive effects are only observed when TAs work in structured settings with high quality support and training. When TAs are deployed in more informal, unsupported instructional roles, they can impact negatively on pupils' learning outcomes.	1, 3 & 4
To analyse summative assessment data and identify the children who require catch up and more targeted intervention. Pupil progress meetings termly Regular monitoring of targeted interventions	EEF Toolkit guidance: https://educationendowmentfoundation.org.uk/supportfor-schools/school-improvement-planning/2-targeted-academic-support 'These interventions should be targeted at specific pupils using information gathered from assessments and their effectiveness and intensity should be continually monitored. Some pupils may have made quick gains once they re-turned to school full time, so assessment needs to ongoing, but manageable.'	1, 3 & 4
Promoting learning at home • TT rockstars reinvigorated • Half termly grids to parents detailing homework	https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/supporting-parents "Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes. Evidence from our Teaching and Learning Toolkit suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year."	1 & 3

and extra learning options for wider curricular areas as well as detailing core knowledge		

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

Budgeted cost: £1500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted 1-1 and group support is given to those PP pupils regarding their selfesteem, emotional wellbeing and approach to learning	EEF Guidance about Wider strategies focusing on: SEL, Well-being and Mental Health. https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3wider-strategies	2
To provide all pupils with opportunities to attend educational visits, extra-curricular clubs to access cultural capital experiences i.e. theatre, residential visits. • Full access to a range of enrichment activities - PP pupils engage in a variety of clubs and trips	All pupils are encouraged to attend clubs to support their interests and skills. Financial barriers are removed for PP pupils to ensure activities are open to all pupils. They will have the opportunity to enhance their life experiences. **'Cultural capital** is the essential knowledge that children need to prepare them for their future success. It is about giving children the best possible start to their early education. (142 p31 *Ofsted Early Years Inspection Handbook,* Sept 2019) Building self-confidence, widening experiences and gaining cultural-capital all improve the holistic results of a child's development and learning. Evidence from implementing this in previous years shows this makes a positive impact on selfbelief and attainment.	2

• Well planned transition activities in summer to ensure smooth transition in September • Bespoke and intensive support for the most vulnerable pupils in school including those at risk from exclusions • Outdoor learning encouraged: ○ New outside area for wildlife nature area	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour	2
Contingency fund for acute issues.	We have identified a need to set aside a small amount of funding in order to respond to needs that have not yet been identified. This will ensure that swift action can be taken.	

Total budgeted cost: £10,850

Part B: Review of outcomes in the previous academic year 2025/2026 (7 pupils)

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the **2025 to 2026** academic year.

Y6 SATs results 2026: 1 PPG children

Subject – ATTAINMENT	Age Related Expectations – NOT MET	Age Related Expectations – MET
Reading		1
Writing		1
GPS		1
Mathematics		1

Intended outcome of overall plan	Progress & Outcomes for 2025-2026
To continue to ensure the outcomes for pupils in receipt of pupil premium are at least in line with those of peers in school across the curriculum through ensuring high quality teaching is effectively in place, alongside targeted interventions.	See results above for Y6 No PP children undertook phonics screening
Intervention closes the gap on attainment	All pupils accessed targeted interventions to meet their individual needs. Interventions for the pupil premium pupils. All pupils that were identified as needing additional support, received additional tuition delivered by class teachers and with a TA.
Disadvantaged children's wellbeing and approach to learning is positive so they are ready for learning.	CPD relating to supporting pupils' mental health and well-being continues to take place. Pupils' well-being was a focus in weekly staff meetings and additional support was put in place for parents and families, including referrals, where appropriate. A broad and balanced curriculum remained in place, alongside additional tuition/support for all disadvantaged pupils. This impacted on pupils' confidence and self- esteem, and they also benefited from receiving a challenging and engaging curriculum. Additional curriculum enrichment to support mental health and well-being took place, including additional PSHE sessions and sessions delivered by Coram Life Education.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider