

Pupil premium strategy statement – Bledlow Ridge School

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Bledlow Ridge School
Number of pupils in school	171
Proportion (%) of pupil premium eligible pupils	2.9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/2023 2023/2024 2024/2025
Date this statement was published	July 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Natasha Harrison (Headteacher)
Pupil premium lead	Natasha Harrison (Headteacher)
Governor / Trustee lead	Penny Perry (Pupil Premium Governor)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£5,703
Recovery premium funding allocation this academic year	£2,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£7,703

Part A: Pupil premium strategy plan

Statement of intent

Our ultimate objectives are:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils. We realise this may mean these children need to make accelerated progress and will use the pupil premium finding to support pupils in overcoming a range of barriers that may be identified in school that may hinder this accelerated progress.
- For all children (disadvantaged or not) to make at least expected progress from their starting points.
- To support our children's health, wellbeing and physical fitness to enable them to access learning at an appropriate level.
- For all pupils (disadvantaged or not) to engage in, and be represented, in all aspects of school life equally.

We aim to do this through:

- High-quality teaching, 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.
- Ensuring that teaching and learning opportunities meet the needs of all pupils, including challenging disadvantaged pupils in the work that they're set
- Ensuring that we act early to intervene at the point need is identified and provide appropriate provision for pupils who belong to vulnerable groups
- Adopting a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- Facilitating a wide range of enrichment experiences, in and outside the classroom, which will positively impact on the pupils' academic achievement, physical fitness and well-being.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils. As we have so few children, I have linked the challenge to individual pupils.

Pupil number	Detail of challenge
A	<i>Working at expected standard in writing and maths. Requiring extra support and interventions in reading to make accelerated progress. Provision of funding to allow pupil to participate in school clubs and access 1:1 weekly piano lesson.</i>
B	<i>Working at the expected standard in Maths, Reading and Writing, requiring extra support and intervention in writing to ensure expected/accelerated progress is achieved.</i>

	<i>Provision of funding to allow pupil to participate in a 1:1 weekly piano lesson.</i>
C	<i>Working at expected in reading and writing. Working below the expected standard in Maths, requiring extra support and intervention in this area. Made accelerated progress in writing in 2022-23</i>
D	<i>Working at greater depth standard in reading – made accelerated progress in 2022-23. Working at expected standard in maths and writing. Provision of funding to allow pupil to participate in a 1:1 weekly piano lesson. Trips have been funded.</i>
E	<i>Working at expected standard in reading, writing and maths. Requiring extra support and interventions in maths to attain working at and to make expected progress. Provision of funding to allow pupil to participate in school clubs and access 1:1 weekly piano lesson. Trips have been funded.</i>
General Support	<i>Funding for school trips, school uniform, after school clubs and weekly piano lessons as needed.</i>

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
<i>1. To narrow the attainment gap between disadvantaged children and their peers.</i>	<p>Disadvantaged pupils attain the same as non-disadvantaged pupils.</p> <p>The attainment gap is narrower for the PP children by the end of the academic year than it was at the end of the previous year.</p>
<i>2. Pupils eligible for pupil premium funding enjoy the wide range of enrichment activities we have on offer at Bledlow Ridge School and are supported for pastoral and wellbeing issues as they may arise.</i>	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils • PP children have opportunities for leadership roles across the school <p>Discounts in line with our charging policy will continue to apply to pupil premium families for all enrichment opportunities to include trips and visits, music lessons and residential trips.</p> <p>Where need arises, children are offered targeted and meaningful support within school or through outside agencies.</p>

<p>3. <i>To provide financial support to enable pupils eligible for pupil premium funding to participate in extracurricular activities, including weekly piano lessons</i></p>	<p>Attendance in extracurricular clubs continue to rise throughout the academic year for pupils eligible for pupil premium funding children</p>
<p>4. <i>Continue to target identified children during Pupil Progress Meetings (PPMs) and plan interventions that provide tailored support to ensure that at least expected/accelerated progress is made</i></p>	<p>All children eligible for Pupil Premium funding make at least expected progress and tailored support is put in place for pupils to make accelerated progress where possible</p>

Activity in this academic year

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

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

Budgeted cost: £8,366

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>CPD for teaching staff to introduce the theory and principles behind metacognition and learning. Staff to use retrieval practice strategies to support pupils knowing more, remembering more, applying more and articulating more (Linked to SDP)</i></p>	<p>Recommendation from EEF research into effective catch up. Metacognition and Self-regulated Learning EEF (educationendowmentfoundation.org.uk)</p>	<p>Intended outcome: 1</p>
<p><i>Staff CPD focussing on providing pupils with a 'knowledge rich' curriculum (Linked to SDP)</i></p>	<p>Recommendation from EEF and charted collage EEF Blog: What do we mean by 'knowledge rich' anyway? EEF (educationendowmentfoundation.org.uk)</p>	<p>Intended outcome: 1</p>

	Organising knowledge: The purpose and pedagogy of knowledge organisers (chartered.college)	
<i>Provide 1:1 intervention for pupils eligible for pupil premium funding in specific subject areas identified to close the gap in their attainment to their peers.</i>	Recommendation from EEF research into effective catch up.	1 and 4

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

Budgeted cost: £1500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Fund extra-curricular club attendance where necessary.</i>	Extra-curricular clubs and access to sporting and creative activities improves well-being and other academic attainment.	2 and 3
<i>Fund weekly music lessons.</i>	Weekly piano lessons improve pupils' academic success and confidence	2 and 3
<i>Fund or subsidise school trip club attendance where necessary.</i>	Educational visits offer a unique and vital extension to the curriculum to further enhance pupil learning.	3
<i>Fund pastoral interventions as and when needed</i>	Having pastoral and wellbeing needs met give a greater opportunity for pupils to focus on academic work.	2

Total budgeted cost: £6,500

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 2022 to 2023 academic year.

- Termly Pupil Progress Meetings identified attainment of pupils and barriers to learning. Actions and tailored interventions put in place to support pupils to make at least expected, and where possible, accelerated progress.*
- 100% of pupil in receipt of Pupil Premium made expected progress. See overview of progress made below.*

- Pupil A and Pupil B: made expected progress in writing and maths. Made accelerated progress in reading
- Pupil C: Made expected progress in reading and maths. Made accelerated progress in writing.
- Pupil D: Made accelerated progress in reading, writing and maths
- Pupil E: Made expected progress in writing and maths. Made accelerated progress in reading
- 1:1 catch up support was given to all pupils eligible for PP. This led to all pupils eligible for PP making at least expected progress and in some cases, accelerated progress.
- Funding was given to allow two pupils to access afterschool sports clubs.
- Funding was given to allow all pupil to take part in 1:1 music lessons
- Additional interventions were given to pupils who had not made expected progress – see PPM notes. All pupils who received additional interventions made expected progress in reading, writing and maths by the end of the year.
- Pupils with lowest attainment in reading (20% of pupils) receive pre-teaching intervention delivered by the class teacher. All of these pupils have made expected progress in reading and 20% have made accelerated progress.