

Pupil premium strategy statement – Bledlow Ridge 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 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	180
Proportion (%) of pupil premium eligible pupils	3.3%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024/25
Date this statement was published	November 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Natasha Harrison (Headteacher)
Pupil premium lead	Natasha Harrison (Headteacher)
Governor / Trustee lead	Elaine Barry (Pupil Premium Governor)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£9,990
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	£9,990

Part A: Pupil premium strategy plan

Statement of intent

At Bledlow Ridge School, our intent is for all pupils to thrive during their years with us and embody our School Value. We want all pupils to become confident, curious, and resilient learners, irrespective of their background or the challenges they face.

The focus of our Pupil Premium strategy is to support our disadvantaged children by identifying challenges that may impact their academic progress and wellbeing, including those who are high attainers.

We know our pupils well at Bledlow Ridge School and pride ourselves on the positive communication we have with our parents and Carers. We recognise that every child is unique and requires different provision, which can change throughout their time in school. The provision outlined in this strategy is also intended to support all vulnerable children, irrespective of whether they are disadvantaged or not.

This strategy is imperative to the wider school plans and is heavily reinforced by our School Development Plan (SDP). The intended outcomes that are described within this strategy are decided on collaboratively, across a range of stakeholders, throughout the school community. They are evidenced through, data (teacher summative and formative assessment), audits, Headteacher's Report, Pupil Premium governor visits and pupil voice.

Through this process, all staff at Bledlow ridge School are engaged, take ownership and are committed to implement and embed provision to achieve our intended outcomes.

To ensure they are effective we will:

- Continue to use formative assessment as part of quality first teaching to identify specific needs/barriers for vulnerable pupils
- Provide Continued Professional Development (CPD) for staff
- Ensure disadvantaged pupils are fully engaged and responsive in class and seek advice from external agencies where required
- Supporting children's wellbeing and be responsive to personal circumstances.

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 Name	Detail of challenge
A	Requiring extra support and interventions in reading (small group of 1:6 pupils with qualified teacher) to make accelerated progress. Attends pre-reading intervention group, focussing on developing vocabulary and fluency.

	Funding two school clubs and one trip per year.
B	Supporting mental health and wellbeing in school via teaching assistant support as and when required. Working with outside agencies to delivery appropriate support to pupil and family. Funding trips and visitors throughout the year. Spelling CPD training in school has enabled pupil to apply spelling patterns learnt, impacted on outcomes in writing.
C	Requiring extra support and interventions in maths (small group of 1:6 pupils with qualified teacher) to make accelerated progress. Attends pre-reading intervention group, focussing on developing vocabulary and fluency. Provision of funding to allow pupil to participate in a 1:1 weekly piano lesson.
D	Pastoral support in place for pupil, supporting health and wellbeing in school. Additional teaching assistant hours to provide additional support in class. Funding trips and visitors throughout the year. Provision of funding to allow pupil to participate in a 1:1 weekly piano lesson.
E	Attainment is above national in all subjects. Additional challenge from teacher in the class, targeting and providing challenge. Purchase of a new reading scheme for specific pupils gives opportunity for challenge and deeper thinking about a text.
F	Pastoral support in place for pupil supporting family with improved attendance. Attending maths intervention 1:6 lead by the class teacher. Attends pre-reading intervention group, focussing on developing vocabulary and fluency. Funding trips and visitors throughout the year. Provision of funding to allow pupil to participate in a 1:1 weekly piano lesson.
General Support	Funding for school trips, school uniform, after school clubs and weekly piano lessons as needed. All pupils eligible for PP funding are representative on Pupil Leadership Teams throughout the school (if they have wanted this role).

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
1. <i>To narrow the attainment gap between PP eligible children and their peers.</i>	The attainment gap is narrower for the PP eligible children by the end of the academic year than it was at the end of the previous year.
2. <i>To provide support for pastoral and wellbeing issues as they may arise.</i>	Where need arises, children are offered targeted and meaningful support within school or through outside agencies.
3. <i>To provide financial support to enable PP eligible children to participate in</i>	Attendance in extracurricular clubs rises throughout the academic year for PP eligible children.

<i>extracurricular activities, including weekly piano lessons</i>	All PP eligible children attend trips and visit funded by the school. PP eligible children receive piano lessons funded by the school.
4. <i>Continue to target identified children during PPM and plan interventions that provide tailored support to ensure that at least expected/accelerated progress is made</i>	All children eligible for PP funding make at least expected progress and targeted to make accelerated progress where possible.

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: £9,900

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Provide interventions for PP pupils in specific subject areas identified to close the gap in their attainment to their peers.</i>	Recommendation from EEF research into effective catch up. Focus on improvement in vocabulary to support reading attainment and enjoyment. Metacognition – focus on retrieval practice so pupils are remembering more of what they are taught. They understand how they learn and best strategies to support them with their learning. Focus on staff CPD.	1 and 4

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

Budgeted cost: £2000

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	2 and 3

	well-being and other academic attainment.	
<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: £9,900

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.

- *Attainment of pupils eligible for PP is tracked and monitored. Swift intervention is put in place if pupils are not making expected progress or if there are concerns regarding pupils' wellbeing.*
- *Termly Pupil Progress Meetings take place to identify attainment of pupils and barriers to learning. Actions and tailored interventions are put in place to support pupils to make at least expected, and where possible, accelerated progress.*
- *100% of pupils in receipt of Pupil Premium made expected progress.*
- *50% of pupils in receipt of Pupil Premium made accelerated progress in reading.*
- *33% of pupils in receipt of Pupil Premium made accelerated progress in maths.*
- *See overview of progress made below.*

Pupil Premium

Attainment (SUMMER 2024)

6 pupils	WA+	WGD
Reading	84%	50%
Writing	67%	16%
Maths	100%	16%

Progress (each pupil is 16.6%)

Reading	writing	maths
100%	100%	100%

50% have made accelerated progress		33% have made accelerated progress
------------------------------------	--	------------------------------------

- *Giving additional 1:1 support to a child with additional needs as an EHCP had not been awarded, yet the children needed significant behavioural and academic support. This improved attainment in school significantly and the pupil reached the Expected standard in Reading and Maths at the end of the year. Behaviour and attitude to school was also greatly improved and engagement in lessons was significantly increased.*
- *Funding was given to allow one pupil to access the residential.*
- *Funding was given to allow two pupils to attend an afterschool sports club*