

Pupil premium strategy statement

This statement details our school's use of pupil premium for the academic years 2024 to 2027 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	Ranelagh Primary
Number of pupils in school	292 (Y1 -Y6) 225 24-25 219 - 2025-2026 (September 2025) 239 (Census October 2024)
Proportion (%) of pupil premium eligible pupils	41%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024 -2027
Date this statement was published	September 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Leigh Welburn
Pupil premium lead	Sehnaj Patel
Governor / Trustee lead	Rena Begum (24-25) Edward Hoyle(25-)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£159,075 (2025-2026)
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	£159.075

Part A: Pupil premium strategy plan

Statement of intent

Children should have the same access to an excellent education no matter what their social situation. Ranelagh's pupil premium strategy has been effective for the last ten years demonstrated by the successful end of Key Stage information. Ranelagh is committed to ensuring children are provided with meaningful and memorable experiences to allow them to adapt to the challenges of the future and to continue to make progress from their starting points.

The strategy we have is to ensure that the money used develops the child holistically – academically, socially and culturally.

Challenges

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

Challenge number	Detail of challenge
1	Poor language skills impacting on both communication and reading abilities
2	Ensuring Higher attainers develop at greater depth and children who have not reached End of Year 2 and Year 6 standard.
3	Children's emotional being is a barrier to progress.
4	Family and home life support consistency from school to home.
5	Social and Cultural value not given to the community.

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
Children meet end of year standards	Termly standard and Progress meetings – ensuring rapid progress is made. Interventions are put into place to ensure children meet end of year standards.

<p>Ensure all children make rapid progress to meet end of year standards – and where there are identified gaps support put in.</p> <p>Opportunities to develop Communication and Oracy throughout the curriculum</p>	<p>Teachers identify the gaps and adapt planning to meet varying needs. Quality first teaching and intervention is successful. Planning is adapted to allow all children to make progress irrespective of needs / abilities and starting points</p> <p>Oracy Sequence of Learning enables children to develop linguistic, emotional and cognitive skills. Children make good or excellent progress. Interventions are targeted, monitored and reviewed regularly to ensure these are appropriate. Carefully targeted interventions through identification and assessment of need including through monitoring, VCM and progress standards meetings.</p>
<p>Children are emotionally resilient</p>	<p>All children are able to give examples of how they overcome an adverse situation They are able to articulate strategies that help them cope. They are able to identify appropriate strategies to help them remain emotionally regulated and ready to learn and overcome any barriers to making good/excellent progress. There are outside agencies to support children who find emotional regulation challenging.</p>
<p>Parents know that Ranelagh is a reliable school for all information that will support their family</p>	<p>Community cohesion lead identifies and supports parents, carers and adults in the community who need support. Programmes and wellbeing groups are available within the school These are delivered by staff (inhouse) or by external agencies.</p>
<p>Children value their cultural and social background and feel powerful. Children inspired to aspire</p>	<p>Curriculum is resourced to ensure that all children have the ability to inspire and improve the world they live in and recognise the wealth of their cultural and social identity. Curriculum celebrates the contributions from all children irrespective of their background Curriculum is socially and culturally inclusive and is reflective of the school community Positive role models that reflect the diverse nature of the school are celebrated.</p>

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)

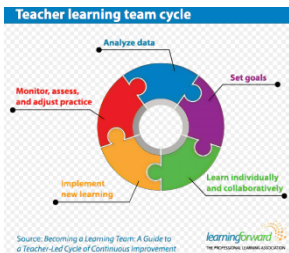
Budgeted cost: £58,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employ Intervention staff	<p>Upper KS2 showed that strategies in place – strong phonics teaching; reciprocal reading in KS2 and intervention groups that focussed on children both PP and underachieving have had good effect.</p> <p>This approach has been successful since the introduction of PP so to continue with 2 extra staff for intervention and phonic groups.</p> <p>Equivalent to 1 member of staff :</p> <p>Maths intervention Reading intervention Phonics catch up</p> <p>Good practice Teaching Assistants</p>	1,2
<p>AHT and Deputy Head Teacher to co-ordinate interventions</p> <p>Continue to build on the success of the Professional Learning Communities extending it to support and admin staff.</p>	<p>Ensuring that all current research is utilised to ensure the very best teaching is given to the children.</p> <p>Professional Learning Communities (PLC)/ Team teaching and modelling supports development of the teacher</p>	1,2
Community Cohesion Lead to co-ordinate programmes to ensure parents and carers of children are supported.	<p>Parental engagement report R Ackerman 2010</p> <p>Parents are given focused family support to upskill them to provide a nurturing, stimulating environment at home.</p>	1,2,3,4,5
Training: Resources identified to promote cultural and social inclusion	Adults in school share their knowledge of resources to promote anti-racism and to signpost the community to relevant resources - valuing people's cultural and	4,5

	<p>social identity allows for stronger community and social cohesion.</p> <p>Inclusion team to support adults to promote social inclusion ensuring neurodiverse children learn alongside their neurotypical peers.</p> <p>Developing a Culturally Inclusive Curriculum</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £80,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>General</p> <p>Leaders co-ordinating interventions</p>	<p>An Assess, plan, do Review approach ensures interventions have impact. They are reviewed and monitored regularly.</p>  <p>Inclusion Lead and Lead Practitioner co-ordinate interventions.</p>	1,2
<p>High-quality teaching for all</p> <p>Explicit, focussed teaching following assessment of prior learning</p> <p>Regular opportunities to review the curriculum</p> <p>Allowing time for teachers to assess and adapt teaching</p> <p>Feedback system which enables teachers to identify gaps in pupils' learning and adapt the teaching accordingly</p>	<p>Additional TLLT support for ECTs and ECT+1s</p> <p>Staff CPD, Year group meetings to discuss T&L.</p> <p>Support in PPA from AHT and SENDCo for all Year groups to make quality first teaching and learning as precise as possible.</p> <p>Regular CPD for all staff including middle leaders and support staff</p> <p>Coaching to improve practice</p> <p>Benefits of coaching</p>	2

<p>To maintain and improve standards in Reading and Writing –</p> <p>Strategies to encourage reading such as children given free books, visits to libraries.</p> <p>Intervention programmes including reading and handwriting.</p> <p>Free phonics packs given to parents</p> <p>Reading Champions</p> <p>Each week is celebrated in assembly with extrinsic motivators</p> <p>Finance education for children to continue.</p>	<p>Short term incentives are motivators.</p> <p>Free academic resources which are parent friendly support the academic progress of children.</p> <p>Good progress is being made – however in order to diminish the differences for children with pupil premium and non pupil premium children.</p> <p>Strategies and systems put in place to train whole staff on teaching children how to read by using phonics, sight words and a multi sensory approach.</p>	<p>1,2</p> <p>Reading summative data</p>
<p>To diminish differences in reading and writing for children in KS1</p>	<p>Love of reading and writing support with free reading and writing books to inspire children to read and write at home at any opportunity.</p> <p>Children are provided with books to read at home to encourage the love of reading and reading for pleasure.</p> <p>If children have the equipment to use at home, then they will use it.</p>	<p>1,2,4</p>

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

Budgeted cost: £36,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Art therapist</p>	<p>50% of PP children targeted for art therapy- this had a positive attitude to learning and school.</p> <p>Ensuring children's well-being in the face of external barriers allows a child to possibly thrive with a nurture-focused intervention.</p>	<p>1,2,3,4,5</p>
<p>Mental Health First Aiders</p>	<p>Numbers of staff have had intensive training to become MHFA. This has allowed staff to become trained in</p>	<p>1,2,3,4,5</p>

	<p>identifying poor mental health in children and supporting them to gain more positive mental Health.</p> <p>https://www.gov.uk/guidance/mental-health-and-wellbeing-support-in-schools-and-colleges</p>	
Relevant Culturally and socially inclusive resources identified and purchased	Valuing children's cultural and social identity allows for a stronger community and social cohesion.	1,2,3,4,5
'Wrap around Care' PP fund	<p>Child care is expensive and a barrier to aspiration if PP families are in crisis and need before or after care provision Free provision may be given at Napier Lodge in extenuating circumstances. .</p> <p>Vulnerable children are given priority of extended wrap around care.</p>	3,4
<p>Immersion lessons within the Ranelagh's Curriculum</p> <p>Extended School Clubs: Festival of voices</p> <p>Minimum Voluntary contributions for School</p> <p>Visits are reduced for children with PP including residential visits eg Fairplay House, The Lion King, Chalkwell Beach.</p> <p>PP money used to allow all children to have exciting experiences</p>	<p>'Real life' experiences are offered to all pupils to support understanding, engagement and memory.</p> <p>Opportunities to experience places and events (beyond the local community) to inspire them to aspire.</p> <p>Provide rich and memorable experiences that go beyond the classroom.</p>	1,2,3,5
Free milk for all children	All children have a healthy and balanced diet. Milk Monitors lead with the distribution of milk in the playgrounds linking this to one of the roots of Ranelagh - physical healthiness.	To continue

Total budgeted cost: £

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

24-25 □ **Pupil Premium and FSM, Looked After (disadvantaged)**

The trend of excellent progress continues, and to a large extent the gap narrows between children in receipt of Pupil premium and those who are not. Data shows as a result of pupil premium strategy, all children continue to make progress. Funding has allowed PP children to make better than expected progress in all areas (which is 3.0 for the mid year). Funding has enabled additional staff to deliver interventions, including reading and handwriting interventions.

Progress

All	PP	Non-PP
Reading	3.69	3.71
Writing	3.54	3.61
Maths	3.77	3.86
Science	3.52	3.70

It is important to ensure that the disadvantage gap does not widen for the more able children. As you can see from the information, the strategy works for a range of needs

All	More Able	More Able PP
Reading	4.74	4.56
Writing	4.71	4.78
Maths	4.82	4.78
Science	4.79	4.67

Summative Outcomes

Quantitative data shows some gaps between PP and NPP in attainment in KS1– this being due to the overall low numbers in the Year Groups and the high levels of children with significant needs. Key Stage 1 has been provided with opportunities for kinesthetic learning and continuous provision reflecting some aspects of an Early years curriculum which has been beneficial for all children.

In addition to this, PP funding has allowed the school to implement Early intervention in KS1 to close these gaps. This includes extra phonic sessions, maths catch-up with the intervention TA. Morning Booster groups for targeted children have been set up for children. Closing the gaps between those who are PP and non PP will be a focus for this academic year.

We have recognised the importance of good mental and physical health in our children. This forms the foundation to build on their social and academic development. The monies received has been utilised effectively to support this. 87% of children who access emotional support from the Art Therapist are PP children. Through this programme the children have been able to discuss their feelings, regulate their emotions and talk about events that have made them anxious both in school and at home. PP Funding has allowed 2 new mental first aiders to be trained. This has ensured qualified staff are on hand to support children who need help in maintaining good mental health.

Children have to be exposed to a range of experiences and situations that allow them to question and connect their knowledge and understanding. Educational Visits remained a core staple of the curriculum at the school. Pupil premium funding has been used to enrich the learning across the schools. This has allowed the children to have a range of extra curricular experiences including residential visits and visits beyond the local community. PP funding has been used to make sure our educational visits remain financially feasible for our children. This has included residential visits to FairPlay House for Years 4 , 5 and 6. All children have been given the opportunity to access the forest school and experience the advantages of outdoors learning by the 3 trained Forest school leads.

Children also have to identify with events and people that they learn about in the curriculum . Time is given to teachers to develop planning to support their learning which includes culturally inclusive resources.

Pupil premium funding has allowed the school to operate a wrap around care programme at a nominal cost. Parents have therefore been able to work knowing their children are safely cared for. Where parents need emergency after school care, children who are PP have been able to access this for free.

This year we will continue the three year approach – monitoring the children’s progress regularly and intervening with tailored programmes where necessary. The excellent strategy we have for children with pupil premium will remain in play for the foreseeable future.

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
RML	Read Write Inc
Google Classroom	Google
Evidence Me	2Simple
Safeguard	Smoothwall
Provision Map	EduKey