

Pupil premium strategy statement

This statement details Ranelagh Primary's use of Pupil Premium (and Recovery Premium for the 2025 to 2026 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	Ranelagh Primary School
Number of pupils in school	288 (census data) 293 (actual)
Proportion (%) of pupil premium eligible pupils	32% (95 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Olga Hopper
Pupil premium lead	Olga Hopper
Governor / Trustee lead	Heidi Austin

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£150,960 (Based on census data 23-102 pupils or 35%)
Recovery premium funding allocation this academic year	This was a time-limited funding which ended in 2023-24
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£150,960

Part A: Pupil premium strategy plan

Statement of intent

At Ranelagh Primary school we recognise the extra challenges that pupils in receipt of pupil premium funding face. As a school we use the pupil premium fund to mitigate against these challenges. This may be in the form of access to additional support (both learning and pastoral) or ensuring that children have the same opportunities to access to wider life experiences.

Our ultimate goal is for all disadvantaged pupils to achieve their full potential closing the attainment gap between them and their peers. These pupils will be focus in our pupil progress meetings to ensure they are on track for meeting their end of year target. Those identified as at risk of falling behind will have structured academic support put in place to prevent this.

Challenges

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

	Detail of challenge
1	Baseline assessments that pupils often start school lower than pupils nationally. Many pupils need to make accelerated progress.
2	In some cases, disadvantaged pupils are not meeting age related expectations in reading, writing and maths.
3	On entry, screening demonstrates that pupils often start school with limited speech and language skills, which impacts on their learning.
4	Pupils' physical, social, emotional and mental health needs often impacts on their readiness to engage with learning.
5	Our pupils often do not have access to wider life experiences. This restricts their knowledge and understanding of the world.
6	Some of our pupils have limited aspiration and/or positive role models; there is not consistency in the support and/or resources available to continue learning at home.

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 classroom teaching is effective to meet the needs of the disadvantaged pupils so that they make progress in line with or greater than national expectations; responding rapidly with targeted teaching for pupils at risk of underachievement.	SLT monitoring of lessons, book studies and end of year data show that pupil premium pupils are making progress in line with or greater than national expectations. Class teachers are able, in pupil progress reviews, to easily identify pupils who are at risk of underachievement and that pupils who have been identified receive targeted intervention. That targeted intervention addresses misconceptions / enables them to bridge the gap to achieving their full potential.
To provide targeted and precise intervention, in reading, writing and maths enabling pupils to make accelerated progress and the most able pupils to learn at greater depth.	The % of disadvantaged pupils achieving ARE (and GDS) increases in response to pupils having their learning gaps directly and rapidly addressed. Targeted, rapid and personalised intervention positively affects pupils' attainment and progress.
To provide targeted and precise speech and language intervention, enabling pupils to make accelerated progress.	The % of disadvantaged pupils achieving age related scores for both use of and understanding of language continues to increase in response to pupils having their speech and language gaps directly and rapidly addressed. Targeted, rapid and personalised intervention positively affects pupils' attainment and progress.
To ensure physical, behavioural, emotional and social needs are met (or mitigated) to enable pupils to learn.	Pupils are more engaged with their learning. There are fewer incidents of pupils' physical, behavioural, emotional and social needs impacting on the learning of them and others around them. Targeted and personalised intervention demonstrates impact. The pupils themselves, their parents and/or staff notice a difference in those that are accessing support.
To provide disadvantaged pupils with an increasing range of wider opportunities before, after and throughout the school day.	More pupils in receipt of pupil premium funding access trips and visits. The percentage of pupil premium pupils attending clubs / sporting activities remains in line or exceeding those of non-pupil premium pupils. No pupil will miss out on the opportunity of a trip due to funding.
To increase parental engagement with their pupils' learning journey.	Analysis of parent surveys demonstrate increased satisfaction; where issues are raised, actions are taken to address, as appropriate. Actions taken to increase parental participation are able to demonstrate impact.

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: £34,048

Activity	Evidence that supports this approach	Challenge number(s) addressed
Coaching from experienced middle and senior leaders for all teachers and HLTAs.	Sutton Trust found that, 'The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years' worth of learning with very effective teaching	1
<i>Additional costs to school to facilitate coaching model (approx. costs based on ½ hour per week for 20 staff and 1 hour per week for x4 staff) per annum = £70,000 (£22,400 from PP allocation)</i>		
To ensure the ECT teachers become part of the Ranelagh team and are effective in raising pupil achievement and are demonstrating Quality First teaching.	EEF guidance on professional Development highlights that, 'Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap. It is therefore hugely encouraging to see a host of new initiatives and reforms that recognise the importance of teacher quality such as the Early Career Framework'.	1
<i>Additional costs to school to facilitate ECT support (based on 3 ECTs requiring additional ½ day release per week = £11,400; 3 hours mentor release £4,000 and 2 days release for training courses termly for ECTs; 1 day for mentors and Induction Lead £6,000) = £21400 (£6,848 from PP allocation)</i>		
Targeted CPD to support subject Leadership and dedicated subject leader release to enhance provision of their subject across the school.	Sutton Trust found that, 'The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years' worth of learning with very effective teaching	1
<i>Additional costs to school to facilitate subject leadership (based on 1 day per term release £12,000 and £3,000 for CPD) per annum = £15,000 (£4,800 from PP allocation)</i>		

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

Budgeted cost: £63,040

Activity	Evidence that supports this approach	Challenge number(s) addressed
All pupils speech and language skills screened on entry with staff implementing speech and language programmes to individuals, groups or pairs of pupils as directed by a speech and language therapist employed 1.5 days a week by the school.	Research shows a big difference in language development of disadvantaged pupils in relation to non-disadvantaged pupils. The early catastrophe research report shows significant differences in vocabulary acquired. EEF Early Years Toolkit found that: <i>“Overall, studies of communication and language approaches consistently show positive benefits for young children’s learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make approximately six months’ additional progress over the course of a year. All children appear to benefit from such approaches, but some studies show slightly larger effects for children from disadvantaged backgrounds.”</i>	3
<i>Additional cost to school per annum = £20,000 (£6,400 from PP allocation)</i>		
Access to targeted and precise intervention, in reading, writing and maths enabling pupils to make accelerated progress and the most able pupils to learn at greater depth which includes: ● High pupil-staff ratios in EYFS and KS1 to support CP model / focused groups and intervention. ● Additional staff in LKS2 to support intervention.	EEF suggests, ‘there is extensive evidence supporting the impact of high quality 1:1 and small group tuition as a catch-up strategy.’ EEF also suggests that teaching assistants can provide a large positive impact on learner outcomes when: ● deployment is targeted ● it supplements teaching (but does not reduce the amount of high-quality interactions they have with their classroom teacher both in and out-of-class) ● there is investment in professional development for teaching assistants	1,2 and 3

• Additional hours to support the professional development of TAs (on non-pupil days) • Access to specific interventions to support reading and maths e.g. Accelerated reader, TTR, Learning Village, Nessy		
<i>Additional staffing costs to support interventions £160,000, £5,000 intervention/resources, x30 additional hours for staff to attend CPD £12,000 = £177,000 (£56,640 from PP allocation)</i>		

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

Budgeted cost: £47,965

Activity	Evidence that supports this approach	Challenge number(s) addressed
Access to a comprehensive package of pastoral support including: • Dedicated inclusion lead time • Full -time pupil welfare lead • Full-time pastoral worker • Full-time Thrive practitioner • Full-time EAL support • Part-time ELSA support • Access to therapeutic interventions including P4P, play therapist and counsellor	Maslow's hierarchy of needs shows that basic needs must be met before learning can take place. More recent research, as highlighted by Ojewunmi, B (2019) demonstrates many benefits of pastoral care in schools that included better engagement and improved academic achievement which echoes Marland's six complementary aims of pastoral care: • enhance learners' experiences • support teaching and learning • prepare learners for their next steps • ensure that learners benefit from onsite counselling services • teach learners to show respect for others • maintain an orderly environment (Marland, 1974, p. 10).	4
<i>Play Therapist £2,500, Counselling £1,500, P4P £3,500, Thrive CPD/ support package £2,500, Staffing costs £102,000, CPOMs £1,000</i> <i>Additional cost to school per annum = £113,000 (£36,160 from PP allocation)</i>		
To work with the NSBP to set up and run a breakfast programme that provides a sustainable approach to giving all children in school access to a healthy breakfast.	Maslow's hierarchy of needs shows that basic needs must be met before learning can take place. The EEF research project suggest that Compared to the traditional breakfast club model, the alternative models promoted by the NSBP reached more pupils, required less staffing and were	4

	cheaper. Thus ensuring the sustainability of the programme after the initial period of funded support. The chosen method of delivery: • Allows the offer food to large numbers of children in a short space of time. • Healthy items such as bagels can be offered on trays in classes. • Low mess, low fuss and popular with children. • Low staffing option.	
<i>Food costs £3,500; additional consumables £750; Staffing costs £6,000.</i> <i>Additional cost to school per annum = £10,250 (£3,280 from PP allocation)</i>		
Fund trips and visits for pupils entitled to pupil premium funding. Pupils in receipt of pupil premium to be prioritised for trips that are not whole class trips.	Recent research into the positive impact of school visits, including a six-year research study as cited by schooltravelorganiser.com suggests that school visits provide opportunities, benefits and impacts that cannot be achieved in any other context or setting, including: • Improving engagement with learning • Improving knowledge, skills and understanding • Supporting achievement • Fostering deeper relationships • Improving students' resilience, self-confidence and wellbeing • Boosting cohesion and a sense of belonging	5
<i>Additional cost to school per annum = £4,775</i>		
To ensure all children properly equipped for school and not discriminated.	Lack of uniform and equipment can alienate PP children	4
<i>Up to £50 allocation per pupil in receipt of PP to support 'Ranelagh' school supplies such as sweatshirts, book bags, water bottles</i> <i>Additional cost to school per annum = £4,750</i>		

Total budgeted cost: £146,053 (£5,907 contingency)

(figures based on current PP at 32% but is likely to rise due to mobility – contingency to allow for this)

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 2024 to 2025 academic year.

To ensure classroom teaching is effective to meet the needs of the disadvantaged pupils so that they make progress in line with or greater than national expectations; responding rapidly with targeted teaching for pupils at risk of underachievement.

To provide targeted and precise intervention, in reading, writing and maths enabling pupils to make accelerated progress and the most able pupils to learn at greater depth.

To provide targeted and precise speech and language intervention, enabling pupils to make accelerated progress.

To ensure physical, behavioural, emotional and social needs are met (or mitigated) to enable pupils to learn.

To provide disadvantaged pupils with an increasing range of wider opportunities before, after and throughout the school day.

To increase parental engagement with their pupils' learning journey.

Teaching

Last year, three Early Career Teachers (ECTs) were supported through a structured programme of coaching, mentoring and targeted CPD. As a result, all successfully completed their induction year. Notably, two ECTs have been retained for the 2025–2026 academic year, reflecting the positive impact of this support on staff development and retention.

A whole-school approach to improving teaching quality was prioritised through the introduction of the White Rose Maths scheme from EYFS to Year 6. This has led to improved staff subject knowledge and greater consistency in the delivery of the maths curriculum. Early evidence indicates a positive impact on pupil outcomes. In addition, CUSP Spelling was implemented to promote a cohesive, school-wide approach to spelling. This has been embedded into daily teaching practice, with emerging improvements in pupils' spelling accuracy and understanding.

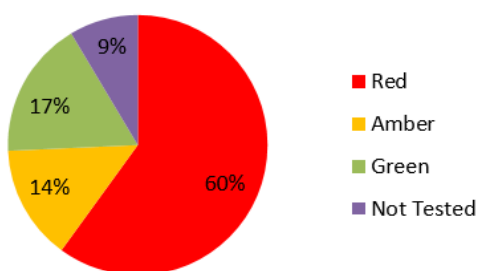
A key focus was placed on strengthening high-quality classroom provision. Staff received external training on assessment practices, including the effective use of gap analysis to identify and address learning needs. Further external support for subject leaders enhanced their capacity to guide teachers and drive improvements in pupil outcomes. The introduction of 'WalkThrus' has supported the development of metacognitive strategies and improved the consistency and quality of instructional modelling across lessons.

Targeted Academic Support

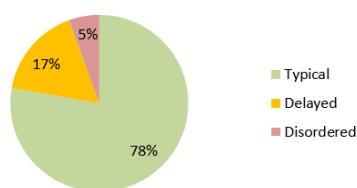
Communicate - Speech and Language

All children in Reception are screened on entry using the WellComm assessment tool:

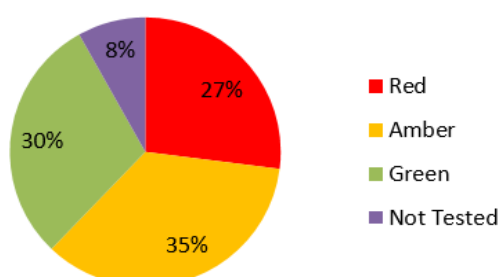
Language - Autumn 24



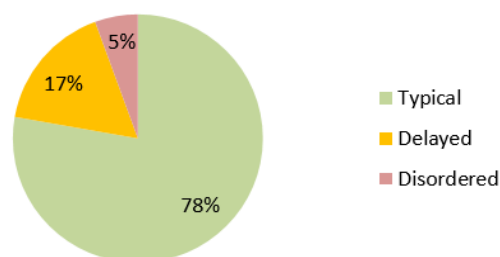
Speech Sounds - Autumn 24



Language - Summer 25



Speech Sounds - Summer 25



NB: Green is age appropriate, Amber is a 1-year delay and Red is a 2-year delay

10 nursery pupils accessed direct Communicate SaLT. Of those 10 pupils:

- 4 pupils (40%) have now been discharged having made expected progress
- 2 pupils (20%) are now being supported by NHS SaLT
- 1 pupil (10%) left the school school setting
- 3 pupils (30%) remain on the Communicate SaLT caseload.

16 school age pupils accessed direct Communicate SaLT. Of those 15 pupils:

- 12 pupils (76%) have now been discharged having made expected progress
- 2 pupils (12%) are now being supported by NHS SaLT
- 2 pupils (12%) left the school school setting
- 0 pupils (0%) remain on the Communicate SaLT caseload.

NHS - Speech and Language

16 pupils accessed NHS SaLT, which was further facilitated by school staff 2-3 times weekly. Progress is monitored by the allocated speech and language therapist/speech and language therapist assistance. Of the 16 pupils that accessed NHS SaLT, 9 pupils (56%) have now been discharged and 3 pupils (19%) have left the school setting. One of those pupils transferred the Rushmere Speech and Language Hub following a referral completed by the school. 4 pupils (25%) remain on the NHS SaLT caseload.

Hertfordshire Phonological Awareness

3 pupils accessed Hertfordshire Phonological Awareness, of which 2 were PP children.

- All pupils made expected progress:

	On Entry	Exit
Pupil A	21/54	44/54
Pupil B	30/54	49/54
Pupil C	23/54	46/54

Beat Dyslexia

6 pupils accessed Beat Dyslexia, of which 5 were PP children.

- 5 pupils (83%) made progress in reading
- 5 pupils (83%) made progress in writing

One of these pupils has been issued a Final EHCP and another pupil has been referred for an EHCNA.

Haberton Reading Scheme

3 pupils accessed Haberton Reading Scheme, of which 1 was a PP child

- 2 pupils (67%) made measurable progress in English within the National Curriculum.
- 1 pupil (33%) did not make measurable progress and have since received a Final EHCP following an EHCNA request.

Trugs

6 pupils accessed Trugs, of which 4 were PP children.

- 5 pupils (83%) increased their self-scaled score for enjoyment in reading
- 5 pupils (83%) increased their self-scaled score for how good they felt about their reading
- 6 pupils (100%) increased their self-scaled score for how confident they felt about reading

MHST - 6 children discussed at consultation of which;

- 1 PP - Outcome - School nurse referral completed
- 1 PP - Outcome - Accepted onto caseload
- 1 PP - Outcome - School nurse referral completed

Wider Strategies

Thrive

38 pupils accessed Thrive, of which 19 were PP children. This consisted of both 1:1 and small group intervention. 37 pupils (97%) made measurable progress within the key Thrive developmental strands. Of the children accessing targeted 1:1 intervention, 3 pupil (15%) made progress in Being, 1 pupil (5%) in Thinking, 3 pupils (15%) in Power and Identity, 4 pupils (20%) in Skills and Structure and 8 pupils (40%) moved up one or more strand. Of the pupils accessing targeted small group intervention, 1 group (14%) made progress in Doing, 5 groups (71%) made progress in Skills and Structures and 1 group (14%) moved up one or more strands.

ELSA

18 pupils accessed ELSA, of which 7 were PP children. This consisted of both 1:1 and small group intervention. All pupils made measurable progress using the Emotional Literacy Support

ability scale, where a self-scaled score is gathered pre and post intervention. 4 pupils have since left the setting and 8 pupils (57%) no longer access targeted pastoral intervention. Where greater need was identified further pastoral interventions were offered, including Kids Inspire, Families Together programme and enhanced lunchtime support.

Paws4Pals

35 pupils accessed Paws4Pals, of which 14 were PP children. This consisted of both 1:1 and small group intervention. 8 pupils have since left the setting and 18 pupils (67%) pupils no longer access targeted pastoral intervention. Where greater need was identified further pastoral interventions were offered, including Kids Inspire, Families Together programme, enhanced lunchtime support, MHST and EHNCA requests. Moving forward all pupils accessing the intervention are going to complete a self-scaled score pre and post intervention based on a personalised target to support impact data analysis.

EAL

TA targeted interventions supported the EAL children within the school during the afternoons. As a result, children's wellbeing and self esteem improved alongside their English knowledge and communication skills.

NSPB programme and Bagels

Following the successful rollout of a whole-school breakfast programme (in partnership with the National Breakfast Programme), we continue to provide breakfast every day to any child that wants it. Feedback from parents and pupils is positive.

Educational visits

Between September 2024 and July 2025, the school contributed to funding different visits from sports events (using sports premium); to group visits such as visiting the Houses of Parliament to whole class visits supporting the curriculum. Visit evaluations demonstrate that the children are very positive about their experiences – they often comment upon visits in terms of their most memorable experiences at the end of each year.

Parental engagement

In 2024/25, the school was able to re-establish activities to support parents with engaging in their child's learning journey from learning cafes; face-to-face parent consultations; focused parental meetings on phonics; times tables and SATs to parent/ child workshops via external partners such as Realise Futures. Attendance at events was strong and feedback positive.

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