Ranelagh Primary School

Pupil Premium Strategy Statement 2026/27

This statement details Ranelagh Primary School's use of pupil premium funding to help improve the educational outcomes of disadvantaged pupils. It outlines our strategy for 2026/27 and how we will evaluate impact.

School overview

Detail	Data
Number of pupils in school	281 (May census including EYFS)
Proportion (%) of pupil premium eligible pupils	83 (34,4%)
Academic year/years covered by current strategy	2026/27 to 2028/29
Date this statement was published	29.09.26
Date on which it will be reviewed	July 2027
Statement authorised by	Olga Hopper, Headteacher
Pupil premium lead	Emily Last
Governor / trustee lead	Heidi Austin

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£134,440
Pupil premium funding carried forward from previous years	0
Total budget for this academic year	£134,440

This section is completed from the school's confirmed 2026/27 allocation.

Part A: Pupil premium strategy plan

Statement of intent

At Ranelagh Primary School, our intention is that disadvantaged pupils achieve well, participate fully in school life and leave primary school with the knowledge, skills and confidence needed for the next stage of their education.

Our strategy is based on identifying the specific barriers experienced by our pupils rather than making assumptions about disadvantage. High-quality, inclusive teaching is at the heart of our approach, supported by accurate assessment, early identification of need and targeted intervention where this is required.

Particular attention will be given to improving achievement in reading, writing and mathematics; developing communication and language; supporting pupils with additional SEND and SEMH needs; and reducing barriers created by attendance, wellbeing or limited access to enrichment.

We will use assessment and diagnostic information, including Insight and appropriate SEND assessment tools, to identify barriers, track disadvantaged pupils from their individual starting points and evaluate whether provision is making a measurable difference. All staff share responsibility for disadvantaged pupils. Leaders will evaluate impact regularly and will adapt, discontinue or strengthen approaches according to evidence.

Challenges

Challenge number	Detail of challenge
1	Internal and statutory assessment evidence indicates that a significant proportion of disadvantaged pupils have gaps in knowledge and are not yet working at age-related expectations in reading, writing and mathematics. Some pupils require accelerated progress from individual starting points.
2	Some disadvantaged pupils enter school with underdeveloped speech, language and vocabulary, and later gaps in phonics, reading and writing can restrict access to the wider curriculum.
3	Disadvantaged pupils are disproportionately affected where teaching, assessment, feedback, adaptive practice or response to misconceptions is inconsistent. Consistently high-quality inclusive teaching is therefore central to improving outcomes.
4	Some disadvantaged pupils also have SEND, SEMH, communication or regulation needs that can affect curriculum access, independence, engagement and progress.
5	For some disadvantaged pupils, attendance, wellbeing, financial barriers, family circumstances and limited access to enrichment can reduce participation and readiness to learn.

Intended outcomes

Intended outcome	Success criteria
Improved attainment and progress in reading, writing and mathematics.	Insight reports show improving attainment and progress for disadvantaged pupils from identified baselines. Pupil progress meetings identify precise gaps and actions. The proportion achieving age-related expectations and greater depth increases, and gaps with peers reduce.
Improved communication, language, reading and writing.	Communication and language assessments demonstrate measurable progress. Disadvantaged pupils receiving targeted intervention make progress against identified starting points. Phonics outcomes remain strong or improve and reading/writing gaps reduce.
Consistently high-quality, inclusive teaching.	Monitoring shows consistent checking for understanding, adaptive teaching, feedback, appropriate scaffolding and effective adult deployment. Curriculum approaches are implemented consistently and disadvantaged pupils can explain their learning and next steps.
Improved progress, independence and curriculum access for disadvantaged pupils with additional needs.	Case studies and assessment evidence show progress from individual starting points. Where appropriate, the B Squared trial provides additional evidence of small-step progress outside chronological year-group expectations. Intervention reviews identify whether support should continue, change or cease.
Improved attendance, belonging, participation and wellbeing.	Attendance and persistent absence for disadvantaged pupils improve and gaps reduce. Pupils in receipt of Pupil Premium can access Breakfast Club and all school clubs without a financial barrier. Participation in clubs, trips and enrichment is monitored, and pupil/parent voice and pastoral review evidence improved engagement and belonging.

Activity in this academic year

Activities are organised using the DfE menu of approaches. Final budget values should be inserted once the confirmed school allocation and costings are available.

Teaching: high-quality teaching, assessment and curriculum

Activity	Evidence / rationale	Challenges addressed

Implement the Insight assessment system and train leaders and teachers to use diagnostic and group reports to identify gaps, track disadvantaged pupils and evaluate progress.	Purposeful use of diagnostic assessment supports identification of individual and cohort needs and enables provision to be adjusted in response to evidence.	1, 2, 3, 4
Embed Ready Steady Write, Little Wandle and White Rose Maths through CPD, coaching, monitoring and moderation.	High-quality teaching and evidence-informed professional development are prioritised because disadvantaged pupils benefit particularly from consistently effective classroom teaching.	1, 2, 3
Implement White Rose Science to strengthen consistency in sequencing, curriculum expectations and progression in science.	High-quality curriculum materials and sustained professional development support consistent curriculum implementation.	3
Sustained professional development and coaching focused on checking for understanding, feedback, adaptive teaching, cognitive load, scaffolding and effective TA deployment.	The strategy prioritises improvement of teacher knowledge and pedagogical expertise rather than relying on intervention alone.	1, 2, 3, 4

Budgeted cost: £47,300

Targeted academic support

Activity	Evidence / rationale	Challenges addressed
Use strengthened pupil progress meetings to identify disadvantaged pupils' precise barriers, agree short, measurable actions and review impact.	Targeting support from diagnostic assessment helps ensure additional provision addresses identified needs rather than assumptions about disadvantage.	1, 2, 4
Provide targeted reading, phonics, writing and mathematics support where assessment identifies specific gaps, including Little Wandle Rapid Catch-Up/fluency and other structured provision used by the school.	Targeted one-to-one and small-group tuition can support pupils who are falling behind when it is linked closely to classroom teaching and specific gaps.	1, 2
Continue speech, language and communication screening/intervention, including WellComm/Communicate provision where identified as appropriate.	Ranelagh's previous evaluation identified measurable progress for PP pupils receiving communication provision, supporting continued targeted use where need is diagnosed.	2
Trial B Squared in the mixed Year 5/6 class for appropriate pupils with SEND to evaluate whether small-step progress, including learning outside chronological year-group expectations, can be captured more precisely.	This is a school-selected implementation trial intended to improve assessment and evaluation of progress from individual starting points. Impact will be reviewed before wider adoption.	4

Budgeted cost: £40,200

Wider strategies: attend, belong and succeed

Activity	Evidence / rationale	Challenges addressed
Continue targeted attendance monitoring and family support,	Attendance is a prerequisite for accessing teaching. School actions	5

including early identification of disadvantaged pupils at risk of persistent absence.	will be evaluated against pupil-level attendance and persistent-absence evidence.	
Maintain targeted pastoral and therapeutic support where assessment identifies SEMH, regulation or wellbeing barriers. ELSA	Provision will be evaluated through baseline/review evidence, pupil voice, attendance/engagement and relevant behavioural or regulation indicators rather than access alone. ELSA will continue to be used to support children in the school.	4, 5
Provide a free Breakfast Club place for all pupils to support attendance, punctuality, readiness to learn and provides a soft start to the day.	Removing practical barriers can support readiness, inclusion and access. Leaders will monitor take-up alongside attendance, punctuality and engagement evidence to evaluate impact.	5
Ensure pupils can participate in all school clubs free of charge, alongside financial support for curriculum trips, visits and enrichment where required.	The intended impact is equitable participation, increased access to enrichment and reduced financial barriers. Participation by Pupil Premium pupils will be monitored so leaders can evaluate reach and impact.	5
Engage families through curriculum workshops, targeted communication and support linked to identified barriers.	Family engagement will be evaluated through participation, feedback and evidence of improved support for learning where relevant.	5
Use learning from the Early Years Moving the Box project with Suffolk County Council where it directly addresses identified needs of disadvantaged children in EYFS.	This will only be attributed to the PP strategy where a clear link to diagnosed disadvantaged-pupil need and measurable intended outcomes is identified.	2, 4, 5

Budgeted cost: £30,490

Total budgeted cost: £134,440

Implementation, monitoring and evaluation

Ranelagh will use a simple impact cycle: Identify → Act → Measure → Evaluate → Adapt.

- Half-termly: Insight analysis of disadvantaged attainment/progress by year group and subject, including movement from previous assessment points.
- Half-termly: pupil progress meetings record the barrier, provision/action, intended impact, review evidence and decision to continue, change or stop.
- Interventions: record baseline, intended outcome, duration, end assessment and impact.
- Termly: leaders triangulate assessment with books, lesson visits, pupil voice, attendance and relevant pastoral evidence.
- Termly: governors receive a concise review structured as Challenge → Spending → Action → Evidence → Impact → Next step.
- End of year: evaluate which approaches improved disadvantaged pupils' educational outcomes and use this evidence to revise the 2027/28 statement.

Part B: Review of outcomes in the previous academic year

Outcomes for disadvantaged pupils: 2025/26 review

Pupil premium strategy outcomes

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

Strongest evidence of impact

Early Years and phonics

The document gives comparatively strong measurable evidence here. Among disadvantaged pupils in EYFS, **63.6% were at least expected in all prime areas**, stated as 5.7 percentage points above the whole cohort and 3.9 points above the LA comparator. It also records **75% of disadvantaged pupils reaching the expected phonics standard**, outperforming non-disadvantaged pupils in school and the stated LA disadvantaged figure of 68.9%.

This provides useful evidence that the strategy's focus on early intervention and high-quality teaching was having an impact.

Speech, language and communication

This is probably the clearest evidence of impact from a specific intervention. Of the **10 Pupil Premium pupils on the Communicate caseload, all made measurable progress**. One was discharged and five subsequently had NHS referrals completed.

The WellComm information also shows improvement across the Reception cohort: age-appropriate language increased from **35% in Autumn 2023 to 44% in Summer 2023/24**, while age-typical speech sounds increased from **68% to 82%**. The chart itself is whole-cohort information rather than specifically Pupil Premium data, so it should not be presented as evidence of the impact on disadvantaged pupils alone.

Pastoral and wellbeing support

There is strong evidence of **access to provision**, although less evidence of measurable outcomes.

- Paws4Pals supported 23 pupils, including **9 Pupil Premium pupils (39%)**.
- ELSA supported 6 pupils, including **2 Pupil Premium pupils (33%)**.
- Of the 9 pupils discussed with the Mental Health in Schools Team, **56% were Pupil Premium**.
- The document reports positive feedback from pupils and staff about therapeutic provision and its impact on classroom regulation.

Wider opportunities and parental engagement

The school states that breakfast continued to be available every day to any pupil who wanted it, with positive parent and pupil feedback. Educational visits were subsidised and evaluations indicated that pupils were very positive about their experiences. Parental engagement activities were re-established, with strong attendance and positive feedback reported.

Key area requiring improvement: academic outcomes

The strategy intended disadvantaged pupils to make progress in reading, writing and maths and increase the percentage achieving ARE/GDS. Moving forward we need to provide a clear **PP versus non-PP attainment breakdown across Years 1-6** in reading, writing and mathematics.

Overall evaluation of impact

The Pupil Premium strategy had the clearest measurable impact in Early Years, phonics and speech and language. Disadvantaged pupils in EYFS achieved positively against the comparators recorded in the strategy, while 75% of disadvantaged pupils achieved the expected standard in phonics. All 10 Pupil Premium pupils receiving targeted Communicate provision made measurable progress.

The strategy also ensured that disadvantaged pupils had access to a wide range of pastoral, therapeutic and enrichment provision. Pupil Premium pupils were represented among those accessing Paws4Pals, ELSA, Communicate and Mental Health in Schools Team support, while the whole-school breakfast offer and financial support for educational visits helped to reduce barriers to participation.

However, the impact of targeted academic support in reading, writing and mathematics is less clearly demonstrated by the evidence currently available in this review. Although substantial provision was put in place, the evaluation does not yet provide sufficiently detailed disadvantaged versus non-disadvantaged attainment and progress information across year groups to establish whether attainment gaps reduced.

The next phase of the strategy should therefore place greater emphasis on measuring the impact of individual interventions and provision. Pupil progress meetings should routinely identify disadvantaged pupils, their barriers, the provision being used, progress from starting points and whether intervention needs to continue, change or cease. Leaders and governors should evaluate Pupil Premium spending primarily through its impact on pupils rather than through evidence that provision has taken place.

That would make the evaluation more evidence-led and useful for governors, while still celebrating the areas where you genuinely have strong evidence of success.