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	182
Proportion (%) of pupil premium eligible pupils	5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025/28
Date this statement was published	November 2026
Date on which it will be reviewed	November 2027
Statement authorised by	Natasha Harrison (Headteacher)
Pupil premium lead	Natasha Harrison (Headteacher)
Governor / Trustee lead	Nick Lowen (Pupil Premium Governor)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£13950
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	£13950

Statement of intent

Part A: Pupil premium strategy plan

Contextual Overview and Strategic Intent

At Bledlow Ridge School, our aim is for every pupil to thrive throughout their time with us and to embody our School Values. We aspire for all pupils to become confident, curious and resilient learners - regardless of their background or the challenges they may face.

Our Pupil Premium strategy is designed to support disadvantaged pupils by identifying and addressing any barriers that may impact their academic progress or wellbeing, including those who are high attainers. This strategy is closely aligned with our School Development Plan (SDP) and reflects the school's current context, strengths and areas for development.

School Context 2026–27

We are a small, high-performing village primary school with 182 pupils on roll. Our cohort is characterised by:

- Very strong academic outcomes, consistently above national averages. For example, in 2026:
  - Reading EXP+: 89% vs 75% national
  - Writing EXP+: 85% vs 73% national
  - Maths EXP+: 81% vs 75% national
  - KS2 Combined RWM: 67% vs 63% national

- Exceptionally strong early years and phonics outcomes, including:
  - GLD 2026: 82% vs 68.3% national
  - Year 1 Phonics 2026: 84% vs 80% national

- Low levels of disadvantage:
  - Only 2.2% of pupils are targeted (4 pupils).
  - 2.2% have an EHCP (4 pupils).

- Attendance is high at 97% (September 2026).

- EAL is low at 7%, compared to 20% nationally.

Although our disadvantaged cohort is small, we are committed to ensuring that low family income is never a barrier to opportunity and that every pupil has equitable access to all aspects of school life.

Alignment with Ofsted Recommendations

Our strategy directly addresses the areas identified in our November 2023 Ofsted report, which highlighted the need to:

- Strengthen assessment processes so misconceptions are identified and addressed promptly.
- Improve staff confidence and consistency in adapting learning for pupils with barriers.

These priorities are embedded throughout our Pupil Premium provision, ensuring disadvantaged pupils benefit from high-quality teaching, responsive assessment and effective adaptive practice.

Our Commitment to Disadvantaged Pupils

We know our pupils well and take pride in the strong, positive relationships we foster with parents and carers. We recognise that every child is unique and may require different types of support at different points in their educational journey. The provision outlined in this strategy is therefore intended not only to support disadvantaged pupils but to benefit all vulnerable children across the school.

To ensure the strategy is effective, we will:

- Uphold the principle that supporting disadvantaged pupils is a privilege.
- Foster a culture where all pupils - regardless of background - can achieve highly.
- Ensure low income is never a barrier to opportunity or wider school experiences.
- Provide ongoing, high-quality CPD so provision remains responsive and effective.

In the Classroom, we will:

- Use formative assessment to identify and address specific needs and barriers.
- Employ targeted questioning and feedback to check for understanding.
- Prioritise high quality teaching, including, embedding adaptive teaching strategies in the class to ensure disadvantaged pupils are consistently engaged in learning.
- Prioritise wellbeing and respond sensitively to individual circumstances.

Challenges

This section outlines the key challenges to achievement that we have identified among our disadvantaged pupils.
Given our small number of pupil premium each challenge has been informed by a detailed understanding of individual pupils' needs, circumstances, and barriers.

Challenge number	Detail of challenge
1. Ensuring misconceptions are identified and addressed promptly	Ofsted (Nov 2023) noted that *"in a small number of classes, staff do not consistently identify and address pupils' misconceptions or weaknesses in their learning."* For disadvantaged pupils - who may have less access to support outside school - this can lead

	to gaps becoming embedded more quickly. Strengthening responsive assessment and adaptive feedback remains a priority.
2. Staff confidence with adaptive teaching	The SDP identifies the need to *"embed adaptive teaching to meet the needs of all learners"* and ensure staff *"adapt learning more consistently and effectively to meet pupils' needs."* Disadvantaged pupils often require precise scaffolding, targeted questioning and carefully sequenced support. Inconsistency in adaptive practice can disproportionately affect their progress.
3. Limited access to enrichment, revision and wider opportunities outside school	While Bledlow Ridge pupils achieve highly (e.g., KS2 Reading EXP+ 89%, GLD 82%, Phonics 84%), disadvantaged pupils may have fewer opportunities for: • enrichment experiences • access to resources that support vocabulary, reading and writing development. This can impact confidence, cultural capital and sustained engagement.
4. Emotional wellbeing and resilience needs	Strong relationships are a strength of the school, but disadvantaged pupils may experience: • higher levels of anxiety • reduced resilience • challenges with self-regulation These factors can affect attendance, engagement and readiness to learn, even though whole-school attendance is high (97%).
5. Maintaining progress in writing, particularly for boys	The SDP highlights writing as a key priority, with a focus on oracy, modelling and sentence-level accuracy. Disadvantaged pupils - especially boys - may: • have weaker vocabulary • struggle with idea generation • require more structured talk routines This can widen the gap in writing stamina and quality if not addressed systematically.
6. Ensuring SEND strategies and adaptive teaching are fully aligned	With 2.2% of pupils holding EHCPs, some disadvantaged pupils also have SEND needs. The SDP identifies the need to: • align SEND strategies with adaptive teaching • ensure scaffolds are purposeful and gradually removed

	• strengthen inclusive practice This is essential to prevent over-scaffolding or under-challenge.

Intended outcomes

This section outlines the intended outcomes of our current Pupil Premium strategy and the success criteria we will use to measure progress.
These outcomes are designed to remove barriers identified in the “Challenges” section and ensure that every disadvantaged pupil at Bledlow Ridge School thrives academically, socially, and personally.

Intended outcome	Success criteria
SEND strategies and adaptive teaching are fully aligned Disadvantaged pupils with SEND will access the full curriculum through high-quality, inclusive practice rather than unnecessary differentiation.	• Success measures: • Scaffolds are purposeful and gradually removed. • SEND pupils show clear progress in books and assessments. • Staff confidence in inclusive practice increases.
Adaptive teaching is consistently embedded across all classrooms All staff will confidently apply adaptive teaching strategies - including scaffolding, modelling, oracy routines and responsive feedback - to meet the needs of disadvantaged pupils.	• Learning walks show consistent adaptive practice. • Staff articulate how adaptations support disadvantaged pupils. • Book looks show clear evidence of responsive teaching and reduced misconceptions.
Disadvantaged pupils will make at least expected progress, with many making accelerated progress, ensuring they achieve in line with their peers. This includes improved sentence accuracy, vocabulary development and writing stamina, reflecting SDP Priority 1.	• Disadvantaged pupils meet or exceed individual targets. • Writing outcomes improve, particularly for boys and pupils with weaker vocabulary. • Gaps between disadvantaged and non-disadvantaged pupils remain minimal or close.
Misconceptions are identified and addressed promptly Assessment for learning will be strengthened so teachers quickly identify gaps and adapt teaching accordingly, addressing the Ofsted 2023 recommendation.	• Live feedback and responsive marking are evident in books. • Misconceptions are corrected within lessons rather than over time. • Disadvantaged pupils show rapid improvement in targeted areas.

Disadvantaged pupils access the full curriculum and wider school experiences No pupil will miss out on enrichment, trips, clubs or wider opportunities due to financial barriers.	• 100% participation in trips, clubs and enrichment. • Increased engagement in wider curriculum activities. • Positive pupil voice feedback from disadvantaged pupils.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £9,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed consistent use of formative assessment to identify and address individual learning needs..	The EEF identifies formative assessment as one of the most effective strategies for improving pupil outcomes. Responsive teaching prevents gaps from becoming embedded, particularly for disadvantaged pupils. Intended Outcome Teachers adapt teaching responsively; identified gaps are addressed quickly. EEF: Turning feedback into action for learners who need it most | EEF EEF: Guidance reports | EEF EEF: Teacher Feedback to Improve Pupil Learning | EEF	1, 2 and 3
Provide targeted CPD for staff focused on adaptive teaching, questioning, modelling and feedback. *Intended Outcome:* Staff confidently apply adaptive strategies; quality-first teaching benefits all pupils.	EEF evidence shows high-quality teaching has the greatest impact on disadvantaged pupils. CPD that strengthens modelling, scaffolding and questioning improves access to learning and reduces attainment gaps. Effective Professional Development | EEF	1, 2, 5, 6

	Metacognition and Self-Regulated Learning | EEF Cognitive science approaches in the classroom | EEF	
Deliver whole-school focus on vocabulary, reading fluency and writing stamina through daily reading, guided reading and structured writing sequences. *Intended Outcome:* Improved reading fluency, comprehension and writing stamina.	The EEF highlights oral language interventions, phonics, and reading comprehension strategies as high-impact approaches. Vocabulary development is strongly linked to improved writing outcomes. Oral language interventions | EEF	1, 5
Implement structured maths fluency programme (Mastering Number, Times Tables Rock Stars) with additional small-group support. *Intended Outcome:* Improved fluency and confidence; pupils achieve expected or better progress.	EEF evidence shows mastery learning and small-group tuition improve retention and fluency, particularly for pupils with limited opportunities for practice outside school. Improving Mathematics in Key Stages 2 and 3 | EEF Mastery learning | EEF	1
Embed structured oracy routines (sentence stems, partner talk, talk frames) across subjects. *Intended Outcome:* Pupils articulate ideas clearly; improved writing quality and confidence.	The EEF identifies oral language interventions as high-impact for disadvantaged pupils. Oracy supports vocabulary, reasoning and writing quality. Oral language interventions | EEF	2, 5

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

Budgeted cost: £1950

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide small-group and 1:1 interventions for reading, writing and maths, led by teachers and trained support staff. Intended Outcome: Accelerated progress; attainment gaps narrowed.	The EEF states small-group tutoring is highly effective, especially when delivered by qualified staff. It accelerates progress and is particularly beneficial for disadvantaged pupils. Small group tuition | EEF	1, 2

Use targeted questioning and feedback in class for pupils at risk of underachievement. Intended Outcome: Pupils articulate next steps; improved engagement.	EEF evidence shows effective feedback and metacognitive strategies significantly improve progress. Targeted questioning increases participation and supports responsive teaching. Metacognition and Self-Regulated Learning | EEF	1, 2
Offer structured revision and study support for pupils who lack opportunities to revise at home. Intended Outcome: Pupils prepared for assessments; improved confidence and independence.	The EEF highlights the importance of structured study support for disadvantaged pupils who may not have access to quiet study spaces or revision resources. Homework | EEF Evidence and resources | EEF	3
Engage external specialists (speech and language therapy, educational psychology) as needed. Intended Outcome: Individual learning needs addressed effectively.	EEF evidence shows that specialist support can remove barriers to learning and improve outcomes for pupils with complex needs, particularly those experiencing emotional or communication difficulties. Special Educational Needs in Mainstream Schools | EEF	1, 4, 6
Provide pre-teaching of key vocabulary and concepts for disadvantaged pupils. Intended Outcome: Pupils access lessons with increased confidence and readiness.	Pre-teaching aligns with EEF guidance on scaffolding and reducing cognitive load, enabling disadvantaged pupils to access whole-class learning more effectively. Metacognition and Self-Regulated Learning | EEF Cognitive science approaches in the classroom | EEF	1, 5

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

Budgeted cost: £3000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted emotional wellbeing support (e.g., nurture sessions, mentoring). *Intended Outcome:* Improved self-regulation, confidence and wellbeing.	The EEF identifies social and emotional learning (SEL) as an effective approach that improves wellbeing, behaviour and academic outcomes. Improving Social and Emotional Learning in Primary Schools | EEF	4
Whole-school approach to emotional literacy and wellbeing	EEF evidence shows SEL programmes improve emotional	4

(Zones of Regulation, PSHE curriculum, assemblies on resilience and kindness). *Intended Outcome:* Improved emotional literacy; positive relationships; increased perseverance.	regulation, relationships and engagement, particularly for disadvantaged pupils. Metacognition and Self-Regulated Learning | EEF	
Enrichment and inclusion fund to ensure equal access to clubs, trips, residentials and music lessons. *Intended Outcome:* 100% participation in enrichment; increased confidence and aspiration.	The EEF highlights the importance of cultural capital and enrichment in raising aspiration and engagement. Removing financial barriers ensures full participation. Arts participation | EEF Physical activity | EEF	3
Leadership and responsibility opportunities (School Council, Eco Team, Digital Leaders, Play Leaders). *Intended Outcome:* Improved self-esteem, collaboration and engagement.	Research summarised by the EEF shows that pupil leadership roles build confidence, belonging and motivation, particularly for pupils with fewer opportunities outside school. Social and emotional learning | EEF	3, 4
Strengthen family engagement through regular communication, and targeted support. *Intended Outcome:* Improved home–school partnership; increased engagement in learning.	The EEF identifies parental engagement as a moderate-to-high impact strategy that improves outcomes for disadvantaged pupils. Parental engagement | EEF	3, 4

Total budgeted cost: £13950

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.

Summary

The Pupil Premium funding has had a positive impact on both academic achievement and personal development. All pupils eligible for Pupil Premium made expected or accelerated progress in reading, writing and mathematics during the academic year. Targeted interventions, high-quality teaching and effective pastoral support enabled pupils to engage successfully with learning, develop confidence and resilience, and access the full range of opportunities available at Bledlow Ridge School. Disadvantaged pupils participated fully in enrichment activities, leadership opportunities and educational visits, ensuring that financial disadvantage was not a barrier to success or participation.

Attendance and Engagement

Targeted support for disadvantaged pupils and their families, including regular communication, attendance monitoring and pastoral intervention, helped pupils maintain good levels of attendance and engagement with school.

Evidence:

- Attendance for disadvantaged pupils remained in line with national expectations.
- Persistent absence was addressed through timely intervention and support.

Reading and Curriculum Achievement

Additional reading support, targeted interventions and quality first teaching ensured that disadvantaged pupils developed confidence and fluency in reading and accessed the full curriculum successfully.

Evidence:

- Pupils made expected or better progress in reading.
- Increased confidence and enjoyment of reading, evidenced through pupil voice.
- Gaps in attainment between disadvantaged pupils and their peers remained minimal or reduced.

Personal Development and Inclusion

All disadvantaged pupils were fully included in the wider life of the school. Financial support ensured that no pupil was excluded from opportunities due to cost.

Evidence:

- All pupils participated in educational visits and enrichment activities.
- Increased confidence when taking on leadership responsibilities.

Family Support and Engagement

Strong relationships with families enabled barriers to learning to be identified and addressed quickly. Support was tailored to individual family circumstances where required.

Evidence:

- Positive engagement with parents and carers.
- Regular communication between home and school.
- Early identification and support for emerging needs.

Next Steps

- Continue to identify and challenge higher-attaining disadvantaged pupils to achieve greater depth and accelerated progress across the curriculum.
- Maintain a strong focus on attendance and engagement to ensure pupils maximise learning opportunities.
- Continue to provide tailored emotional wellbeing support to promote resilience, confidence and readiness to learn.