

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	179
Proportion (%) of pupil premium eligible pupils	5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025/26
Date this statement was published	November 2025
Date on which it will be reviewed	November 2026
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	£11,350
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	£11,350

Part A: Pupil premium strategy plan

Statement of 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.

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.

This strategy forms an integral part of our wider school improvement priorities and is closely aligned with our School Development Plan (SDP). Progress is monitored and evidenced through a range of measures, including assessment data (formative and summative), audits, the Headteacher's Reports, Pupil Premium governor visits, and pupil voice.

All staff at Bledlow Ridge School are fully engaged, take collective responsibility, and are committed to implementing and embedding this provision to achieve our shared goals.

To ensure the strategy is effective, we will:

- Uphold the principle that supporting disadvantaged pupils is a privilege, not a problem to solve.
- Foster a culture and belief that all pupils—regardless of background or starting point—can achieve highly and flourish in all areas of school life.
- Commit to ensuring that low family income is never a barrier to opportunity, either in the classroom or within wider school experiences. Every pupil should have equitable access to all that our school offers.
- Provide ongoing, high-quality professional development (CPD) for all staff to ensure provision remains responsive and effective.

In the classroom, we will:

- Use formative assessment as part of high-quality teaching to identify and address the specific needs and barriers faced by vulnerable pupils.
- Employ targeted questioning and feedback to check for understanding, particularly for those most at risk of underachievement.
- Offer structured and focused revision opportunities for pupils who may have limited access to such support outside of school.
- Ensure that disadvantaged pupils are consistently engaged in learning and seek advice or support from external agencies when appropriate.
- Prioritise pupils' wellbeing, responding sensitively and proactively to their 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. Language and Communication	Some pupils have limited vocabulary and weaker oral language skills, which impact reading comprehension, writing stamina, and confidence in class discussions.
2. Reading Fluency and Comprehension	Reading Fluency and Comprehension
3. Maths Confidence and Retention of Key Skill	Some pupils struggle with mathematical fluency, recall of number facts, and applying strategies independently, often due to limited reinforcement beyond school.
4. Emotional Wellbeing and Resilience	Some pupils require additional support to manage emotions, self-regulate, and develop resilience and confidence in learning.
5. Limited Enrichment Opportunities	Some pupils have fewer opportunities for experiences beyond school (e.g., clubs, trips, cultural experiences), which can limit aspiration and background knowledge.
6. Parental Engagement and Home Learning Support	Some pupils receive less support at home with reading, homework, and revision due to competing family demands or low parental confidence.

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
Pupils develop rich vocabulary, improved speaking and listening skills, and confidence in expressing ideas orally and in writing.	- Improved teacher assessment of writing and spoken language. - Pupils demonstrate increased use of topic-specific vocabulary.

	• Observations and pupil voice show greater confidence in class discussion.
Pupils read fluently with understanding and enjoyment, supporting progress across the wider curriculum.	• Improved outcomes in phonics, reading comprehension, and teacher assessment. • Increased engagement in reading at school and home. • Reading progress data shows at least expected progress for all disadvantaged pupils.
Pupils develop strong fluency and confidence in key mathematical concepts and can apply knowledge independently.	• Internal assessment shows improved arithmetic and reasoning outcomes. • Pupils demonstrate greater independence and perseverance in maths. • Evidence from lesson observations and pupil books reflects secure understanding.
Emotional Wellbeing and Resilience. Pupils develop resilience, self-regulation, and confidence to engage fully in school life.	• Pupil voice and wellbeing surveys show improved self-esteem and sense of belonging • Fewer behaviour incidents or emotional regulation challenges. • Observations show greater engagement and perseverance
Limited Enrichment Opportunities. All disadvantaged pupils participate fully in wider school life and enrichment activities.	• 100% participation in clubs, trips, and wider opportunities. • All disadvantaged pupils are members of a pupil leadership team (e.g., School Council, Eco Team, or similar). • All disadvantaged pupils have the opportunity to access 1:1 piano lessons as part of their enrichment entitlement. • Pupils demonstrate increased confidence and pride in leadership roles.
Parents are supported and confident to engage with their child's learning, improving consistency between home and school.	• Improved home-school communication and attendance at parent events. • Evidence of home reading and homework engagement. • Parents report increased confidence in supporting learning at home.

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: £ 6000

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 highlights formative assessment as one of the most effective tools for improving pupil outcomes. Intended Outcome Teachers adapt teaching responsively; identified gaps are addressed quickly.	1, 2 and 3
Provide targeted CPD for staff focused on adaptive teaching, questioning, and feedback for vulnerable pupils.	Research shows that teacher expertise and responsive instruction have the highest impact on disadvantaged learners. Intended Outcome All staff confident in adapting provision; quality-first teaching benefits all pupils.	1, 2, 3 and 6
Deliver whole-school focus on vocabulary, reading fluency, and writing stamina through daily reading, guided reading, and writing interventions.	Evidence from the EEF and Ofsted reports highlight literacy as central to raising attainment for all pupils. Intended Outcome Pupils demonstrate improved reading fluency and comprehension; increased reading enjoyment.	1, 2
Implement structured maths fluency programme (e.g., Mastering Number, Times Tables Rock Stars) with additional small-group support.	Targeted fluency programmes help pupils retain and apply key mathematical skills. Intended Outcome Improved fluency and confidence; pupils achieve expected or better progress.	3

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

Budgeted cost: £2000

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.	EEF: Small-group tutoring is highly effective, particularly when delivered by qualified staff. Intended Outcome Accelerated progress in targeted areas; attainment gaps narrowed.	1, 2 and 3
Use targeted questioning and feedback in class for pupils at risk of underachievement.	Immediate feedback supports metacognition and progress (EEF). Intended Outcome Pupils are confident, engaged, and able to articulate next steps.	1, 2 and 3
Offer structured revision and study support for pupils who lack opportunities to revise at home.	Access to quiet, supported study time helps disadvantaged pupils consolidate learning. Intended Outcome Pupils prepared for assessments; improved confidence and independence.	3 and 6
Engage external specialists (e.g., speech and language therapy, educational psychology) as needed.	Expert input helps remove barriers for individuals with complex needs. Intended Outcome Individual learning needs addressed effectively.	1 and 4

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

Budgeted cost: £3350

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted emotional wellbeing support (e.g. nurture sessions)	Social and emotional skills are strongly linked to academic success. Supporting pupils to manage emotions and build resilience	4

	improves engagement and learning behaviours Intended Outcome • Pupils demonstrate improved self-regulation and confidence. • Reduction in incidents of dysregulation or low mood. • Pupil voice shows increased sense of belonging and wellbeing	
Whole-school approach to emotional literacy and wellbeing (e.g., Zones of Regulation, PSHE curriculum, assemblies focused on resilience and kindness)	Consistent language and modelling of emotional regulation support pupils to understand and manage their feelings, leading to better relationships and learning focus. Intended Outcome • Improved emotional literacy evident in pupil discussions. • Positive relationships and respectful behaviour observed. • Increased engagement and perseverance in learning tasks.	4
Enrichment and inclusion fund to ensure equal access to clubs, trips, and music lessons (e.g., 1:1 piano, residential, after-school clubs)	Access to enrichment builds cultural capital, aspiration, and confidence. Removing financial barriers ensures full participation in school life. Intended Outcome • 100% of disadvantaged pupils take part in enrichment activities • Increased confidence and pride through leadership roles. • Positive pupil voice feedback about inclusion and opportunity	5
Leadership and responsibility opportunities (e.g., School Council, Eco Team, Digital Leaders, Play Leaders)	Leadership roles promote confidence, belonging, and personal growth, particularly for pupils with fewer opportunities outside school. Intended Outcome • All disadvantaged pupils hold a leadership or ambassador role. • Pupils demonstrate improved self-esteem and collaboration skills. • Positive impact on peer relationships and school engagement.	5

Total budgeted cost: £11,350

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 2023 to 2024 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.*

Pupil Premium Attainment

Comparing Summer 2024 – Summer 2025 Attainment

Reading

Pupil	Reading TA	PIRA	Reading TA	PIRA
	summer 24	summer 24	summer 25	summer 25
1	WTS	93	EXS	100
2	GDS	111	GDS	114
3	WTS	88	EXS	100
4	EXS	110	GDS	122
5	WTS	100	WTS	97
6	EXS	100	EXS	109
7	EXS	100	GDS	116
		Average: 100		Average: 108

Summary

- No pupils changed their Teacher Assessment (TA) level in Writing between Summer 2024 and Summer 2025.
- **Stability** across the cohort: 2 pupils remain **WTS**, 5 pupils remain **EXS**, and no pupils reached **GDS**.

Strengths:

- Consistency suggests pupils are at least maintaining their standards.
- Majority (5 out of 7) are secure at **EXS**.

Concerns:

- **No evidence of upward movement** (e.g., WTS → EXS, EXS → GDS).
- Pupils 1 and 3 remain **WTS** for two consecutive years, suggesting limited progress in writing.
- No pupils are assessed at **GDS**, which contrasts with Maths and Reading where several pupils are achieving at greater depth.

Writing

Pupil	Writing TA	Writing TA
	summer 24	summer 25
1	WTS	WTS
2	EXS	EXS
3	WTS	WTS
4	EXS	EXS
5	EXS	EXS
6	EXS	EXS
7	EXS	EXS

Summary

- 100% of pupils made expected progress in Writing between Summer 2024 and Summer 2025.
- **Stability** across the cohort: 2 pupils remain **WTS**, 5 pupils remain **EXS**, and no pupils reached **GDS**.

Strengths:

- Consistency suggests pupils are at least maintaining their standards.
- Majority (5 out of 7) are secure at **EXS**.

Concerns:

- **No evidence of upward movement** (e.g., WTS → EXS, EXS → GDS).
- Pupils 1 and 3 remain **WTS** for two consecutive years, suggesting limited progress in writing.

- No pupils are assessed at **GDS**, which contrasts with Maths and Reading where several pupils are achieving at greater depth.

Maths

Pupil	Maths TA	PUMA	Maths TA	PUMA
	summer 24	summer 24	summer 25	summer 25
1	WTS	90	WTS	90
2	GDS	114	GDS	104
3	EXS	95	EXS	116
4	EXS	104	EXS	95
5	WTS	80	WTS	95
6	EXS	100	EXS	103
7	EXS	100	EXS	105
		Average: 97		Average: 101

Summary

100% of Pupil Premium pupils made expected progress.

Average scores:

- Summer 2024: **97**
 - Summer 2025: **101**
- Shows an **overall improvement** of +4 points.

Individual pupils:

- Improved:** Pupil 3 (+21), Pupil 5 (+15), Pupil 6 (+3), Pupil 7 (+5).
- Declined:** Pupil 2 (–10), Pupil 4 (–9).
- Stayed the same:** Pupil 1 (90 in both years).

Wider teaching implications:

- Review **curriculum coverage** – ensure reasoning/problem-solving skills are embedded, not just procedural fluency.

Review individual dips – parent support and interventions from class teacher

Enrichment and Wider Opportunities

All disadvantaged pupils accessed a range of enrichment opportunities including music lessons, school trips, and leadership roles. This contributed to raised aspirations and confidence.

Evidence:

- 100% participation in clubs and trips.
- All disadvantaged pupils held a leadership role (e.g., Eco Team, School Council).
- Pupil voice reflects pride and enthusiasm for participation.

Emotional Wellbeing and Resilience

Regular ELSA sessions, check-ins, and wellbeing activities promoted improved self-regulation and resilience. Pupils showed greater confidence and engagement in lessons.

Evidence:

- Pupil wellbeing surveys show improved sense of belonging and confidence.
- Fewer incidents requiring emotional regulation support.
- Observations indicate improved focus and participation.