

Ribbleton Avenue Infant School Pupil Premium Strategy Statement 2025/26

School overview

Metric	Data
School Name	Ribbleton Avenue Infant School
Pupils in school	227
Proportion of disadvantaged pupils	32%
Pupil premium allocation this academic year	£110,595
Academic year or years covered by statement	2024/25 and 2025/26
Publish date	September 2025
Review date	September 2026
Statement authorised by	Emma Bishop
Pupil premium lead	Emma Bishop
Governor lead	Gary James

Disadvantaged pupil progress scores for last academic year **2024/25** *PPG groups significantly smaller than 2023/2024

Measure	Score
Reading	36% meeting age related expectation
Writing	32% meeting age related expectation
Maths	55% meeting age related expectation

Strategy aims for disadvantaged pupils **2025/26**

Measure	Score
Meeting expected standard at KS2	n/a Infant School
Achieving high standard at KS2	n/a Infant School
Measure	Activity
Priority 1	To identify disadvantaged children who are at risk of falling behind; plan for early intervention groups; higher levels of engagement from parents as stakeholders
Priority 2	To monitor attendance of disadvantaged pupils and provide early support
Priority 3	To provide and subsidise enrichment opportunities for disadvantaged pupils (Eg PNE/School trips/Music Hub etc)
Priority 4	Free breakfast club and milk for disadvantaged groups
Priority 5	Pastoral team to support emotional wellbeing and mental health including access to our school counsellor.
Barriers to learning these priorities address	Poor social-economic (Deprivation Index E*) Speech and Language delay impacting on Reading, Writing and wider curriculum progress. EP involvement for some PPG children

	Low attainment on entry. Poor attendance Hard to reach families	
Projected spending	Subsidised uniform, school items, PE kits	£2000
	Full time Family Support Worker (School Based)	£33,699
	Milk for PP children	£3,985
	Breakfast Club subsidiary	£8,125
	School Counsellor	£6,820
	Post CLA	£2630
	Subsidised trips, visits and enrichment opportunities (eg: Music Education Hub)	£2500
	Additional teacher day for phonic support across KS1	£25,640
	Catch up interventions with HLTA	£25,605
	Total	£110,595 (+£409 overspend)

Teaching priorities for current academic year (2025/26)

Aim	Target	Target date
To raise the attainment of those children passing the phonics screen check in Y1 and recheck in Y2	Improved Phonics outcomes	School Improvement Plan 2025/2026
To review aspects of our curriculum offer, interventions and assessment processes	Improved outcomes across school for curriculum and assessment	School Improvement Plan 2025/2026

Targeted academic support for current academic year 2025/26 (See previous)

Measure	Activity
Priority 1 - Phonics	Links to SIP; Monitor pupil premium groups. Intervention groups.
Priority 1 – Reading & handwriting	Links to SIP Monitor pupil premium groups. Intervention groups. New handwriting scheme adopted

Wider strategies for current academic year 2025/26

Measure	Activity
Priority 1	Engaging parents in school-based activities and opportunities to support children at risk of falling behind
Priority 2	To sustain improved attendance. (Persistent Absentee group)

Barriers to learning these priorities address	Non-engagement from some families or hard to reach families; low parental skills to support children effectively at home Persistent Absentees & Hard to Reach families. Fines not a deterrent for some term time LOA
Projected spending	See previous sections

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Time and budget – dedicated Curriculum/phonics time to review provision and assessment processes	Liaise with LA/School Adviser to source refresher training from LA Provide time in the staff meeting schedule for subject leaders to deliver in-house CPD Junior School collaborations with joined up approaches
Targeted support	Parents understanding of phonics scheme and best ways to support children at home with other areas of the curriculum	Identification of children requiring interventions and additional support; Frequent communication with parents on how best to support your child at home; curriculum updates via newsletter and website.
Wider strategies	Reluctance to come into school. Some parents cannot attend during school hours. Lack of engagement with homework or school based opportunities to work together Attendance (PA groups); Fines not deterring requests for extended leave.	More frequent opportunities for families to come into school to support children and share modelled sessions from staff. FSW - Daily/weekly monitoring/Home visits/LA SASW Attendance panel meetings EBSA toolkit MHELT team & Mental Health Lead School Counsellor

Review: last year's aims and outcomes Academic Year 2024/25

Aim	Outcome
Priority 1	Disadvantaged children identified as at risk of falling behind were supported with early intervention group support
Priority 2	Attendance of disadvantaged pupils was monitored, and early support was put in place when required. Attendance and punctuality monitoring ongoing

Priority 3	Subsidised enrichment opportunities for disadvantaged pupils were successfully provided
Priority 4	Free breakfast club and milk for disadvantaged groups was provided
Priority 5	Pastoral team supported emotional wellbeing and mental health for vulnerable children