

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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	Ribbleton Avenue Methodist Junior School
Number of pupils in school	280
Proportion (%) of pupil premium eligible pupils	45% Funding based on 126 children 24-25
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2025 2025-2026 2026-2027
Date this statement was published	30.09.2024
Date on which it will be reviewed	31.10.2025 09.10.2025 reviewed
Statement authorised by	Tony Andrews Gillian Ferris (Chair of Governors)
Pupil premium lead	Fran Nickson
Governor / Trustee lead	Tony Andrews Gillian Ferris

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£154,130 (25/26) including 1 LAC child
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£154,130

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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Part A: Pupil premium strategy plan

Statement of intent

At Ribbleton Avenue Methodist Junior School we want to ensure that all disadvantaged pupils have access to quality first teaching and carefully targeted interventions to help them to become successful learners and high achievers.

As not all our Pupil Premium children have lower attainment than their peers, our PP strategy will also be used to help improve the attainment of the children to Greater Depth.

We will also ensure any barriers to learning, including attendance, opportunities to build on learning away from school, and financial support for trips are addressed and that all children in Ribbleton Avenue Methodist Junior School are given the same opportunity to thrive.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Challenges

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

Challenge number	Detail of challenge
1	<p>PP children at RAMJS enter school lower than expected standard</p> <p>Y2 data shows that our children enter school significantly lower than the national average. The impact of Covid has meant these pupils have may have been disadvantaged by lockdown limiting their access to early education such as nursery and social interaction with family and friends. A significant number of these children are already starting school at a lower starting point than the national average.</p> <p>We anticipate this still being a consideration for any children born from 2020 until 2022.</p>
2	<p>PP children at RAMJS have poorer life opportunities and limited life experiences</p> <p><i>Upon discussion with children throughout school, many have little experience of anywhere beyond Ribbleton. None of our Year 3 pupils have ever visited a farm and the majority of our Year 6 pupils were unsure about where food comes from e.g. cheese, wheat for bread etc.</i></p> <p><i>A significant number of pupils have never been to a beach.</i></p>

	<p>The majority of children have spent very little time in the outdoors or enjoyed activities such as camping/cooking on a fire/walks in nature.</p> <p>A questionnaire of our Y3 pupils upon entry in 23-24 showed that the majority of pupils did not have someone who read to them at home.</p> <p>A large proportion of the RAMJS pupils have never been to a theatre or watched a live performance.</p> <p>RAMJS are developing the foundation curriculum to ensure that experiential learning supports sticky knowledge and provides opportunities for children to apply their learning in a wider context.</p>
3	<p>PP children at RAMJS are more like to be suspended for behavioural incidents</p> <p>Upon analysis of exclusion since 2018, over 86% of pupils excluded are PP children.</p> <p>This statistic remains the same as we are seeing more complex behavioural challenges in school, much of which we feel are linked to trauma. Consequently, school is looking at becoming a trauma informed school having completed trauma awareness training.</p> <p>Much of this training is in an attempt to reduce the number of exclusions being used for our most vulnerable pupils.</p>
4	<p>Majority of children at RAMJS have poorer mental health and lower self esteem</p> <p>Mental health and Well-being of disadvantaged pupils has been disproportionately impacted during the pandemic.</p> <ul style="list-style-type: none"> • <i>A significant number of PP children at RAMJS require access to weekly counselling or support from our Heart Room Provision.</i> • <i>Currently, 6 children access play therapy with our EBD TA and 20 children are accessing counselling on a weekly basis.</i> • <i>Upon entry, the aspirations of our pupils are low</i> <i>-when ask in assembly how many children felt anxious or were worried about something, around 40% of the children put their hands up.</i>
5	<p>Gap between disadvantaged and non-disadvantaged remains significant, in reading, writing and maths</p>
6	<p>Attendance data for disadvantaged pupils is lower than non-disadvantaged groups.</p>

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
Improved outcomes at the end of Key Stage 2	More children reach expected standard in R, W, M by the end of KS2
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Targeted children have improved outcomes in reading, writing or maths	Gap narrows in reading, writing and maths between disadvantaged and non-disadvantaged in school and moves towards national average By 2026-2027 – KS2 standards are in line with National Average
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils providing experiential learning opportunities that promote a feeling of success and impact on wellbeing	Sustained high levels of wellbeing from 2026-2027 demonstrated by: <ul style="list-style-type: none"> • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
Improve outcomes for PP children by supporting families with barriers to learning	Overall absence rate improves and number of PA children decreases

Activity in this academic year 2025/2026

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: £6994.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardized diagnostic assessments from PIXL.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p> <p>Pixl - £2,889</p>	<p>Purchase of standardized diagnostic assessments from PIXL.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p> <p>Data Lead with PP focus (TLR)</p> <p>1 & 5</p>
<p>Embedding the teaching of writing using Ready Steady Write</p>	<p>School advisor / Ofsted inspector has recommended this scheme as way to improve writing outcomes.</p> <p>Y6 writing data showed an improvement on the previous year however there is still a significant gap between the PP and non PP children</p> <p>Ready Steady Write - £805.50</p>	<p>1 & 5</p>
<p>White Rose Maths</p>	<p>Standardising the teaching of maths throughout the school ensures that the way children are being taught becomes repetitive so children do not have to adapt to individual teachers input methods and ensures that we have a uniformed calculation approach that is progressive and builds independence for our pupils.</p> <p>White Rose Maths – Subscription £220, Workbooks £3,080 (£11 each)</p>	<p>1 & 5</p>

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

Budgeted cost: £28906.90

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improved outcomes in R,W,M through tutoring/small group teaching	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> <p>Targeted Y6 support £19933.50 (morning targeted support)</p>	1 & 5
- Improve PP children's reasoning skills in maths	<p>TCH/TA focused intervention</p> <p>£1000 to cover SH to attend and deliver training</p>	1 & 5
-Targeted support for emerging readers to build fluency and confidence	<p>TCH/TA focused intervention</p> <p>Additional reading opportunity</p> <p>Library / Reading support</p> <p>£7973.40</p>	1 & 5

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

Budgeted cost: £114,220.25

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employ a team of pastoral staff to support	Restorative practices and building relationships has been proven to reduce exclusion rate.	2, 3 & 4

behaviour, health and well-being of pupils Reduction in Suspensions	The model at RAMJS changes year on year (r.e. how support is deployed) due to the changes we see with the pupils. £32587	
Employ a FSW to support parental engagement Reduction in Suspensions	EEF – parental engagement £42565	2, 3, 4 & 6
Whole staff training on behaviour – understanding issues surrounding behaviour Reduction in Suspensions	Trauma Awareness / Trauma Informed training Free	3
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. Attendance Lead at the forefront of training and aware of changes to policy from 2025. Attendance lead delivering attendance celebration on Friday am £18986.55	6
Attendance officer in post to develop attendance incentives		6
Provide free outdoor education for all children	£12157.20	2&4
Provide free experiential opportunities for all pupils	Experiential Learning Music specialist – £8943 Specialist Computing Tch £21721.50 Specialist P.E. teach £4008.35 to support PP pupils to access sporting events, subsidised clubs and specialist coaching, breakfast club, lunch time sporting provision and to deliver assembly intervention (some of this cost is absorbed by the Sport Premium) Trip £7924.50	2&4

Total budgeted cost: £ 154,130

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 2024-2025 academic year.

Aim 24 25	Outcome																																	
<p>Gap is closed between PP and non PP pupils and reach county/national averages.</p>	<p>Address issues with transition data/induction of our Y3 pupils have meant that this remains a priority.</p> <p>The impact of covid is evident in the cohorts within school and despite best efforts of staff, including QFT and high levels of TA support/interventions, we are not seeing the gaps closing in outcomes as much as we would like.</p> <p>The 25/26 cohort of Y6 pupils has 49% children on the PP register.</p> <p>Demographics:</p> <table border="1" data-bbox="534 1003 790 1227"> <thead> <tr> <th>FSM</th> </tr> </thead> <tbody> <tr> <td>Whole Cohort – 39%</td> </tr> <tr> <td>Y3 - 37%</td> </tr> <tr> <td>Y4- 33%</td> </tr> <tr> <td>Y5-34%</td> </tr> <tr> <td>Y6-49%</td> </tr> </tbody> </table> <p>By the end of KS2 for 24/25 cohort: We have narrowed the gap in reading however there remains a larger than national averages gap between PP children in Maths and Writing</p> <table border="1" data-bbox="534 1489 1193 1691"> <thead> <tr> <th>EXS+</th> <th>R</th> <th>W</th> <th>M</th> <th>Comb</th> </tr> </thead> <tbody> <tr> <td>PP 26</td> <td>59.3%</td> <td>40.7%</td> <td>37%</td> <td>29.6%</td> </tr> <tr> <td>Non PP 45</td> <td>76.7%</td> <td>69.8%</td> <td>74.4%</td> <td>62.8%</td> </tr> </tbody> </table> <p>In house data progress tracking suggested:</p> <table border="1" data-bbox="534 1877 1141 2072"> <thead> <tr> <th></th> <th>R</th> <th>W</th> <th>M</th> </tr> </thead> <tbody> <tr> <td>PP 25</td> <td>92%</td> <td>88%</td> <td>88%</td> </tr> <tr> <td>Non PP 46</td> <td>96%</td> <td>87%</td> <td>87%</td> </tr> </tbody> </table>	FSM	Whole Cohort – 39%	Y3 - 37%	Y4- 33%	Y5-34%	Y6-49%	EXS+	R	W	M	Comb	PP 26	59.3%	40.7%	37%	29.6%	Non PP 45	76.7%	69.8%	74.4%	62.8%		R	W	M	PP 25	92%	88%	88%	Non PP 46	96%	87%	87%
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	<p>These children made expected or better progress i.e. came in at WTS to WTS/ EXS to EXS. This suggests that whilst PP/non PP children maintained the end of KS1 to end of KS2 trajectory.</p> <p>The accelerated progress chart below suggests that whilst accelerated progress was made for both groups, it was significantly more for our non PP children.</p> <table border="1" data-bbox="533 488 1131 685"> <thead> <tr> <th></th> <th>R</th> <th>W</th> <th>M</th> </tr> </thead> <tbody> <tr> <td>PP 25</td> <td>24%</td> <td>4%</td> <td>12%</td> </tr> <tr> <td>Non PP 46</td> <td>35%</td> <td>28%</td> <td>28%</td> </tr> </tbody> </table>		R	W	M	PP 25	24%	4%	12%	Non PP 46	35%	28%	28%
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<p>Interventions are matched to the needs of the pupils in order to make an impact on their development and progress.</p>	<p>Interventions continue to play a pivotal role in supported our PP children to meet their end of year outcomes. An increase in behavioural challenge and learning gaps means that class support will remain a priority for the coming academic year</p>												
<p>Parents are engaged with the school in order to support their children's learning.</p>	<p>Parental engagement remains a focus and school are looking at resources to support parents to access important information including access to learning support for parents. Parent training sessions available to parents during the year and on Parents evenings. Coffee Afternoon for Parents Parent engagement will continue to improve through the use of the Attendance officer support. Where pupils did not attend, the attendance officer contacted parents to establish reason for absence. Where no contact made, FSW would home visit. Attendance officer reports weekly attendance for the children and a reward system has been established.</p>												
<p>Higher levels of attendance for Pupil Premium children.</p>													

Priority Area	Objective / Intended Outcome	Tier & Key Actions	Lead Staff	Timeframe	Success Criteria / Monitoring
<p>1. Improve outcomes at end of KS2</p>	<p>Raise attainment and narrow the gap in Reading, Writing & Maths between PP and non-PP pupils.</p>	<p>Tier 1 – High Quality Teaching:</p> <ul style="list-style-type: none"> • Embed evidence-based teaching strategies (EEF). • Use regular formative assessment to identify gaps. • Provide continuous professional development focused on QFT. • Encourage collaborative planning and shared best practice. <p>Tier 2 – Targeted Support:</p> <ul style="list-style-type: none"> • Implement small-group interventions & peer tutoring. • Deliver targeted reading programmes & extended learning (after-school clubs). • Run parental workshops to support home learning. <p>Tier 3 – Wider Strategies:</p> <ul style="list-style-type: none"> • Enrichment & mentoring programmes. • Attendance initiatives and well-being support for vulnerable pupils. 	<p>PP Lead / SLT / Year Leaders</p>	<p>Termly review</p>	<ul style="list-style-type: none"> • KS2 PP attainment moves closer to national average. • Gap between PP and non-PP reduced by 10% per year. • Improved pupil engagement & attendance.
<p>2. Improve oral language skills and vocabulary</p>	<p>Disadvantaged pupils demonstrate improved vocabulary and communication.</p>	<p>Tier 1 – High Quality Teaching:</p> <ul style="list-style-type: none"> • Implement oral language interventions and dialogic teaching. • Model & extend vocabulary in all subjects. • Provide CPD on oracy and language development. <p>Tier 2 – Targeted Support:</p>	<p>English Lead / SENCO / Speech Lead</p>	<p>Ongoing (monitor termly)</p>	<ul style="list-style-type: none"> • Assessments & observations show improved oracy. • Pupil confidence in discussion activities increases. • Teachers report improved

Priority Area	Objective / Intended Outcome	Tier & Key Actions	Lead Staff	Timeframe	Success Criteria / Monitoring
		<ul style="list-style-type: none"> • Deliver small-group speech & language sessions. • Implement peer tutoring for oral skills. • Parent workshops on supporting language at home. <p>Tier 3 – Wider Strategies:</p> <ul style="list-style-type: none"> • Establish drama, debate & storytelling clubs. • Organise community-based speaking events. • Integrate vocabulary-rich digital tools. 			vocabulary use in writing and speaking.
3. Narrow attainment gap in R/W/M	Targeted children achieve expected standards and progress matches national expectations by 2027.	<p>Tier 1 – High Quality Teaching:</p> <ul style="list-style-type: none"> • Embed structured literacy (Talk for Writing, phonics, comprehension). • Foster mathematical reasoning & metacognition. • Provide formative feedback & high-quality teacher training. <p>Tier 2 – Targeted Support:</p> <ul style="list-style-type: none"> • Small-group tuition and 1:1 interventions. • Reading recovery and adaptive learning technologies. • Peer tutoring for consolidation. <p>Tier 3 – Wider Strategies:</p> <ul style="list-style-type: none"> • Breakfast clubs and emotional regulation support. • Growth mindset culture & parental workshops. 	PP Lead / Intervention Coordinator / Year 6 Team	Half-termly impact reviews	<ul style="list-style-type: none"> • 60%+ PP pupils make expected progress. • KS2 PP outcomes align with national averages by 2027. • Improved classroom engagement & confidence.
4. Improve wellbeing and self-esteem	Pupils' wellbeing, engagement, and sense of success	<p>Tier 1 – High Quality Teaching:</p> <ul style="list-style-type: none"> • Foster inclusive classroom culture and daily routines. 	Pastoral Lead / FSW /	Continuous – monitored each term	<ul style="list-style-type: none"> • PP pupils engage in enrichment activities. • Pupil survey shows

Priority Area	Objective / Intended Outcome	Tier & Key Actions	Lead Staff	Timeframe	Success Criteria / Monitoring
through experiential learning	improve measurably by 2027.	<ul style="list-style-type: none"> Emphasise strengths & interests within lessons. Integrate mindfulness and movement activities. <p>Tier 2 – Targeted Support:</p> <ul style="list-style-type: none"> Breakfast clubs to boost focus. Tailored literacy & emotional wellbeing interventions. One-to-one tuition and small-group mentoring. <p>Tier 3 – Wider Strategies:</p> <ul style="list-style-type: none"> Outdoor learning and project-based learning. <ul style="list-style-type: none"> After-school clubs and community partnerships. Mindfulness and stress-reduction initiatives. 	Class Teachers		<ul style="list-style-type: none"> improved wellbeing and confidence. Reduction in behavioural incidents and exclusions.

Monitoring & Evaluation

Action	Frequency	Responsibility	Evidence / Measures
Pupil Progress Review Meetings	Termly	SLT / PP Lead / Teachers	Data tracking (PIXL, teacher assessment)
Governor Reports	Termly	PP Lead / Governors	Minutes, progress summaries
Pupil & Parent Voice	Biannual	FSW / Pastoral Team	Surveys, attendance logs
Intervention Impact Review	Half-termly	Intervention Lead	Before/after assessments
Annual Strategy Review	Annually (Oct)	Headteacher / PP Lead / Governors	Revised PP statement & updated data

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
PIXL Primary Wise	PIXL
White Rose Maths	White Rose Maths
Ready Steady Write	Ready Steady Write
National Literacy Hub	National Literacy Hub
Fred's Teaching	Fred's Teaching
Grammarsaurus	Grammarsaurus