

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2025 to 2026 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	Ringwood CE Infant School
Number of pupils in school	216
Proportion (%) of pupil premium eligible pupils	32 targeted/Ever 6 PP/FSM 14 expanded FSM 46 FSM 3 LAC 2 PLAC/SGO
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2025-2028
Date this statement was published	01.09.26
Date on which it will be reviewed	01.09.27
Statement authorised by	Hilary Silk
Pupil premium lead	Hilary Silk
Governor / Trustee lead	Mary Jenkins, Dee Leather

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 76,220 (financial year 2026-27)

Recovery premium funding allocation this academic year	£0
School Led Tutoring	£0 (2025-26)
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	£76,220 (2026-27)

Part A: Pupil premium strategy plan

Statement of intent

We are committed to achieving the best education for our children, such that all can succeed and make the most of life's chances and the opportunities it offers. We have high aspirations and ambitions for all children, strongly believing that background should not be an indicator of academic success or emotional well-being. We are determined to use all resources at our disposal to give every child the chance of realising their potential, through a rich, broad and stimulating curriculum offer. We expect all pupils to engage in all aspects of school life equally.

High-quality inclusive teaching is at the heart of our approach to all teaching. We ensure that our curriculum is contextualised and all staff are supported to accomplish.

Our Pupil Premium funding is used to narrow the gap in achievement between those children who are vulnerable to possible underachievement and who attract the funding, and those who do not. We also provide enrichment for children to ensure there is equity of opportunity for all. We are adaptable within our approach so that we can respond to challenges and individual needs.

This documentation outlines how we ensure the funding is used to its maximum effect.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills among many disadvantaged pupils. These are evident from Reception through to KS1 and in general, are more prevalent among our disadvantaged pupils than their peers
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties in reading writing, than their non-disadvantaged peers.
3	Observations and assessments indicate that we need to continue to develop wellbeing opportunities for our disadvantaged pupils, to support their social, emotional and mental health needs.
4	Vocabulary acquisition is limited, resulting in poor knowledge and understanding of key concepts that need to be explicitly taught.
5	The attendance of our pupil premium children as a group is lower than that of the whole school. 95% for the whole school compared to 92% for pupil premium (2025-26 figures)

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 oral language skills among disadvantaged pupils.	Assessments and observations indicate significantly 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.
Improved social, emotional and mental health wellbeing for disadvantaged pupils, leading to the removal of emotional barriers that are preventing learning.	Pupil premium children will engage with the wider life at RIS, including participation in the Forest council, pupil voice opportunities and key roles across school. Children's attendance will remain high because they are happy coming to school. Pupil surveys will report that PP children are happy and safe in school. Children who attend the nurture group will make progress in their targets Children will make progress in their Thrive assessments
Pupil premium children will make good or better than expected progress in reading, writing and phonics.	PP children demonstrate a love of reading and will perform in line with or better than their peers. PP children will have additional opportunities to read with an adult in school. PP children will have 3 x weekly targeted reading and phonics support to target gaps and weaknesses. Parents of PP children will show a greater level of engagement in their children's reading journey, as evidenced by reading logs. PP children will be able to use a range of reading strategies to read and understand texts. Daily class story sessions which are planned in advance, to provide children with access to high quality texts and vocabulary for writing.

	Intervention groups to support PP children to rehearse their writing orally prior to writing. Additional guided writing groups to support children with writing fluency and richness. Early focus on the development of a systematic approach to daily handwriting practise from Year R.
PP children's speech, language and vocabulary is targeted so that it is in line with that of their peers.	PP children are able to articulate their understanding clearly in maths and other curriculum areas, using subject specific vocabulary. Impact of specialist speech and language teacher will be evidenced in an increase in receptive and expressive language outcomes of PP children. Development of communication friendly classrooms to promote language development and support understanding and recall Development of children's vocabulary through reading detective reading sessions that target the development of key vocabulary, reading skills and comprehension Vocabulary bookmarks with the express purpose of identifying the vocabulary to be taught and to use these as part of the core teaching within the project.
The attendance of our pupil premium children to improve	Dedicated person in the role, who builds a relationship where the parents trust them and feel they will listen to them. They will provide them with the support they require, leading to improved relationships with school and home lives for the whole family. Attendance officer will promptly call families who have an absent child without reason Children of concern are discussed by the DSL and DDSLs, where there are historic attendance issues. Additional support is provided for these families to enable their children to attend school. Extremely poor attendance (below 90%) is challenged with communication in the form of a letter, phone call or visit from the DLS/DDSLs.

	The HT and DHT pick up children from home if required. A dedicated person works closely with the attendance officer, pupils below 90% are identified and protocols followed.
--	--

Activity in this academic year

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: £8,250 (Teacher CPD), £6,460 (supply costs) = £14,710

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training and release time.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality adult-child interactions, tasks designed to explicitly teach vocabulary, extending children's thinking and collaborative language activities, all extend children's oracy and listening skills. https://educationendowmentfoundation.org.uk/early-years/evidence-store/communication-and-language?approach=teaching-through-collaborative-talk&utm_source=early-years/evidence-store/communication-and-language&utm_medium=search&utm_campaign=site_searchh&search_term https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/literacy-ks-1/Vocab_in_Action_Poster_v1.0.pdf?v=1753804078	1
CPD – *Mental Health Lead training *Five to Thrive *Thrive training *Solent Maths Hub TRG *NCETM Number Sense	EEF – staff deployment and development https://educationendowmentfoundation.org.uk/school-themes/staff-deployment-development/ https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/335707/Great-professional-development-which-leads-to-great-pedagogy-nine-claims-from-research.pdf	1,2,3,4,5

	https://www.ncetm.org.uk/teaching-for-mastery/ https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	
Quality First Teaching with focus on inclusive teaching including, in class feedback and peer to peer support.	EEF - Teacher Feedback to Improve Pupil Learning https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/511256/Eliminating-unnecessary-workload-around-marking.pdf https://educationendowmentfoundation.org.uk/tools/guidance-reports/feedback/ https://educationendowmentfoundation.org.uk/school-themes/feedback-monitoring-pupil-progress/ https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring	1,2,3,4,5
Further training for all staff on our chosen DfE validated Systematic Synthetic Phonics programme, Essential Letters and Sounds, to secure stronger phonics teaching for all pupils including those in Year 2 who need to catch up.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics https://d2tic4wvo1iusb.cloudfront.net/producton/eef-guidance-reports/literacy-ks-1/Phonological awareness and Phonemic awareness 2021-08-18-154019_eiuj.pdf?v=1753804078	2
Promote fluent written transcription skills by encouraging extensive practice and explicitly teaching spelling.	Evidence shows that children must develop fluency in writing and spelling to the point at which they become fluent. This allows them to then focus on the content of their writing. A large amount of purposeful practice, supported by effective feedback is necessary. This includes the explicit teaching of spelling. https://educationendowmentfoundation.org.uk/early-years/evidence-store/physical-development?approach=teaching-the-skills-needed-for-mark-making-and-letter-formation&utm_source=/early-years/evidence-	

	store/physical-development&utm_medium=search&utm_campaign=site_searchh&search_term	
Teach pupils to use strategies for planning and monitoring their writing.	Pupils writing can be improved by teaching them to plan and monitor their writing. Teacher's should model these strategies , including pre-writing activities, drafting, editing and revising and sharing. https://d2tic4wvo1iusb.cloudfront.net/producton/eeef-guidance-reports/literacy-ks-1/Literacy_KS1_Guidance_Report_2020.pdf?v=1753793501	

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

Budgeted cost: £ 5,850 + £7,660 (additional teacher support), £29,000 (TA support)
£6,800 (supply costs) = £49,310

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed phonics, reading and comprehension skills across the curriculum. CPD with External Consultant Staff meetings and INSET days led by subject leaders	EEF – Phonics https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/335707/Great-professional-development-which-leads-to-great-pedagogy-nine-claims-from-research.pdf	4, 5
CPD for Maths and English by subject leaders. CPD for LSAs by maths and English leaders. Maths and English are high priority on school development plan and CPD plan. Pupil Progress meetings track	EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD. Sutton Trust – quality first teaching has direct impact on student outcomes. Training and supporting highly qualified teachers deliver targeted support. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/335707/Great-professional-development-which-leads-to-great-pedagogy-nine-claims-from-research.pdf	2, 4, 5

progress of PP pupils and appropriate, timely interventions are put in place.	eat-professional-development-which-leads-to-great-pedagogy-nine-claims-from-research.pdf https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	
Subject leaders and SEND team to inform staff of interventions for those below ARE to close the gap.	https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/one-to-one-tuition/ https://educationendowmentfoundation.org.uk/education-evidence/effective-tutoring	2, 4, 5

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

Budgeted cost: £ 1,500 (attachment training), £18,081 (MH and ELSA support), £333.50 (after school clubs), £1,260 (uniform) = £21,174.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Develop Social and Emotional Learning through co-regulation. Attachment awareness and emotional coaching training.	https://educationendowmentfoundation.org.uk/tools/guidance-reports/social-and-emotional-learning/ This is a research-based programme and is proven to improve emotional well-being. KCA: Five to Thrive https://kca.training/five-to-thrive https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning EEF - Improving Behaviour in Schools	1, 3

	https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/behaviour-interventions/	
Attendance team	Government publication – https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance Attendance data Data shows pupils with highest attendance make the most progress at RIS, due to increased opportunities for overlearning and access to a personalised curriculum	1, 3
Parental engagement Parental coffee morning.	EEF – Parental engagement https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/parental-engagement/ https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/supporting-parents/EEF_Parental_Engagement_Summary_of_recommendations.pdf?v=1753794831	1,2,3,4,5
Enrichment	Ofsted research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils. Pupil surveys reflect greater enjoyment and engagement in school.	1,2,3,4,5

	Enrichment activities offer children a context for learning and a stimulus to trigger their interest which can be evidenced in pupil books and data. EEF – sports participation increases educational engagement and attainment. https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/sports-participation/	
--	---	--

Total budgeted cost: £85,194.50

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 2026 to 2027 academic year.

<u>Review of 2026-27 outcomes</u>

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

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.