

## Pupil Premium Strategy Statement – Ribblesdale School

### School Overview

School name:	Ribblesdale School
Academic year:	2025-2026
Total PP budget:	£267,728
Number of pupils eligible for PP:	279
Date of most recent PP review:	December 2025
Date for next review:	December 2026
Statement Authorised by	A Horrocks – Headteacher
Pupil Premium Lead	Z Dewhurst – Deputy Headteacher J Whalley – Phase Lead Primary J Dwyer – Equalities Ambassador

### Statement of Intent

In line with the Ribblesdale Way and our school ethos, we are committed to ensuring that all pupils - regardless of background or barriers - fully engage in school life, benefit from the wide range of opportunities available, and make excellent academic and personal progress. Our Pupil Premium strategy is designed to support and strengthen this commitment.

Quality First Teaching is the foundation of our approach. We prioritise high standards in every classroom, with targeted support where disadvantaged pupils need it most. Our ethos promotes confidence, ambition, and a fearless attitude to learning, encouraging all pupils to challenge themselves and each other.

Our current priorities reflect the complex academic and social challenges faced by disadvantaged pupils. We aim to build their confidence and help them understand how they learn best, enabling greater access to the curriculum, accelerated progress, and improved wellbeing.

We recognise that consistent school attendance is vital. By fostering strong, trusting relationships with families, we aim to reduce absence and ensure pupils benefit from every learning opportunity. Where learning has been lost, we are committed to delivering effective academic interventions—both within and beyond the classroom.

We also place a strong emphasis on mental health and wellbeing. Supporting the emotional needs of our pupils and the staff who care for them is a key priority. Our pastoral provision is designed to ensure every child feels safe, supported, and ready to learn.

## Challenges

Challenge Number	Detail of Challenge
1 – Outcomes	Outcomes of disadvantaged pupils tend to be lower than their peers.
2 – Attendance	Disadvantaged pupils tend to have lower attendance rates than their peers, resulting in lost learning and added challenges to both progress and wellbeing. Persistent absence is notably higher within this group, making attendance a key focus for improvement.
3 – Behaviour/SEMH	Disadvantaged pupils are more frequently involved in behaviour incidents requiring support and intervention, leading to higher level sanctions. Many disadvantaged pupils face complex social, emotional, and mental health (SEMH) needs, which can act as barriers to learning, engagement, and overall wellbeing.
4 – Communication Skills (including reading ages)	The overall reading age of disadvantaged pupils is more likely to be lower than their peers which can impact on overall progress, behaviour and wellbeing.
5 – Parental Engagement & Support	Engaging the parents and carers of disadvantaged pupils can be more difficult, which can limit the impact of school-led interventions and reduce collaboration between home and school.

## Intended Outcomes

Outcome	Success Criteria
Improve Attainment Data amongst disadvantaged pupils	The validated exams data will indicate improved attainment, demonstrating that the gap is narrowing between PP and non-PP pupils from (EE RE 2025 gap of 0.96) (2025 summer attainment 1.2 gap – 1.1 in RE in the previous year). The target would be to reduce the gap to 0.9 with the 2026 cohort.
Increased attendance rates	PP attendance improves to match non-PP peers. To reduce the persistent absence rate for all pupils and narrow the gap between PP and non-PP pupils.
Reduction in behaviour incidents	Reduction in incidents of negative behaviour as a result of targeted intervention with key pupils (a small number of pupils who are causing disproportionality in the overall data). Quality assurance in subject areas – distribution of PP pupils, cultural shift in terms of recognition of who these pupils are and the quality first teaching that will have the biggest impact overall.
Enhanced wellbeing and resilience	Specific intervention and early intervention to equip pupils with resilience to try and prevent the escalation to a need for referral.
Greater parental involvement	Increased participation in school events, parental workshops, and parents' evenings with specific and targeted actions based on Parent View and other parent voice.

## Planned Expenditure – Activity in this academic year

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

### Teaching (for example, CPD, recruitment and retention)

Ribblesdale School commits investment in excess of the monies received from the government in pupil premium funding, reflecting our deep-rooted commitment to this area of our work. This is due, largely, to the school's high staffing of pastoral support which includes six Pastoral Co-ordinator's, two Pastoral Intervention Managers and an Attendance Manager. Further details are available from the school upon request.

Activity	Evidence that supports this approach	Challenge addressed
<p>Making use of training and CPD around self-regulation and trauma informed practice to inform systems and procedures across school.</p>	<p>The Bridge has been fully redesigned to offer a wide range of support tailored to individual needs and circumstances. This provision is led by trained pastoral staff and specialist SEMH teaching assistants. A variety of assessment and development tools are used to identify and address pupil needs. The Bridge has strengthened collaboration between SEND, pastoral, and curriculum teams, ensuring cohesive support for pupils and a reduction in lost learning. Carefully formulated Pupil Reintegration Plans are in place to support some of our most vulnerable pupils.</p> <p>There is ongoing CPD for all staff with a focus on adaptive strategies and classroom engagement techniques.</p> <p>The school adopts trauma-informed approaches to support and reintegrate vulnerable or dysregulated pupils, in line with guidance from a Trauma Informed Lancashire.</p> <p>In the primary school, training on sensory circuits has been delivered to help children with their transitions into school and also provides pupils with self-regulation techniques.</p>	<p>2,3,4</p>
<p>Equalities Ambassador working as direct link to key areas across school.</p>	<p>Guided by DfE's Working Together to Improve School Attendance there is an ongoing focus through the Attendance Academy, positively impacting some pupil premium pupils.</p> <p>Continued collaboration with the pastoral team to shape the inclusion unit for bespoke interventions for disadvantaged pupils.</p> <p>Joint work with the primary provision to establish effective identification and support systems for pupil premium families.</p>	<p>1,2,3,4,5</p>

	<p>Strong links with curriculum teams to ensure that targeted interventions prioritise disadvantaged pupils.</p>	
<p>To continue to raise the profile of our disadvantaged pupils through the continued promotion of Quality First Teaching.</p>	<p>Synergy platform enhances staff planning and delivery of lessons to disadvantaged pupils, monitors engagement of pupils and supports targeted interventions as well as helping us reward pupils.</p> <p>We now have a fully embedded system via Synergy that allows us to monitor trips and events that disadvantaged pupils engage with.</p> <p>CPD for staff was delivered in March 2025 to remind staff of the impact that our teaching and learning focuses have on our disadvantaged pupils. A further CPD session has been organised for January 2026 to ensure that staff are aware of the context of our disadvantaged cohort linking to deprivation. This CPD includes reminding staff of the impact of strategies such as specific praise, use of seating plans, modelling positive behaviours for pupils and highlighting certain pupils and their context.</p> <p>The focus on understanding context is supported by the EEF, with strategies highlighted from their toolkit.</p> <p>A working group for staff within departments has been established with the Equalities Ambassador sharing examples of literature and research regarding engaging Pupil Premium Pupils with findings to be disseminated through departments. Through this group, pupils of interest</p>	<p>1,2,3</p>

	<p>will be spotlighted and strategies that support these pupils will be shared.</p> <p>A full overhaul of assessment across the school will ensure a more robust and consistent approach, supporting all pupils in developing the skills required for examinations. The new contextual report for Year 7 pupils will help parents to better understand their child's data profile and identify any subsequent needs.</p>	
<p>Continue to explore and promote the effective use of EdTech to provide real time feedback from assessments and diagnose pupils' misconceptions</p>	<p>We continue to build on our expertise in EdTech and provide timely and relevant training to support staff. Department areas have created bespoke ways to provide online learning and instant feedback. This will promote independence and support staff in the careful selection of platforms for the desired impact e.g. Sparx Maths, LBQ, Tassomai etc.</p> <p>Staff training took place in October 2025 supporting Middle Leaders in developing effective ways of utilising AI to provide bespoke feedback to pupils, this will support pupils eligible for pupil premium funding understand how they need to improve and make progress moving forward.</p>	<p>1, 5</p>

### **Targeted Academic Support**

Again, the school commits monies beyond the funding received to ensure that academic support is available. Examples of support provided include structured interventions in our newly redeveloped inclusion provision, after school revision and tutoring, reading interventions such as Lexonik, holiday tuition as well as staffing and online support for bespoke curriculum models. Further details are available upon request.

Activity	Evidence that supports this approach	Challenge addressed
<p>We are committed to strengthening literacy through a comprehensive approach that combines targeted interventions and universal support.</p> <p>Using the NGRT screening programme alongside other baseline assessments, we identify individual needs early and provide tailored interventions such as Lexonik Leap and Advance and IDL Literacy for reading development.</p> <p>To promote reading for pleasure and comprehension across the school, we offer universal support through Giglets and First News programmes. Additionally, the introduction of a weekly 'Reading Day' during form time is designed to nurture a genuine love of reading among all pupils.</p> <p>By creating an environment that celebrates and values reading, we aim to see measurable improvements in reading skills and ages, while fostering lifelong literacy habits.</p>	<p>According to the EEF Teaching Toolkit, phonics has a significant positive impact on early reading development, with evidence showing an average gain of +5 months. It is particularly effective for children from disadvantaged backgrounds.</p> <p>Our investment in Lexonik, Reading Solutions and NGRTS programmes reflects our commitment to addressing lower literacy levels among some disadvantaged pupils. These interventions provide structured, evidence-based support that helps pupils build strong foundations in language and vocabulary, enabling them to access the wider curriculum with confidence.</p> <p>Internal data on average reading ages indicates that we are successfully narrowing the gap between disadvantaged and non-disadvantaged pupils as they progress through school from their starting points in EYFS. The continued use of Lexonik, Reading Solutions and NGRTS will further strengthen these gains and ensure sustained improvement in literacy outcomes.</p>	1, 3, 4
<p>We have strategically timetabled academic and after-school interventions across all Key Stage 4 subjects, delivered</p>	<p>Alongside improving the effectiveness of whole-class teaching, our academic intervention programme and study groups are designed to prioritise support for disadvantaged</p>	1, 2, 4

<p>by our own teaching staff through structured study groups. This year, we have introduced an additional form group to create capacity for targeted intervention during form time.</p> <p>To strengthen provision in mathematics, we have established an extra maths class supported by a specialist teaching assistant, ensuring personalised support for pupils who need it most.</p> <p>Furthermore, additional leadership capacity has been built within the maths team, complemented by the appointment of an Associate Assistant Headteacher with a dedicated focus on intervention and raising attainment.</p>	<p>pupils who face challenges in accessing parts of the curriculum.</p> <p>A robust assessment system enables us to quickly identify pupils requiring additional academic intervention. These sessions are high-quality and delivered internally by our expert staff, ensuring continuity and strong relationships—an essential factor in successful intervention.</p> <p>As highlighted by the EEF’s guidance on <i>Small Group Tuition</i>, while this approach can be resource-intensive, the impact of skilled teachers delivering one-to-one or small-group interventions is clear. This is evidenced through positive pupil voice, increased engagement, and improved outcomes.</p> <p>To sustain this impact, our CPD programme has focused on upskilling staff to enhance adaptive teaching strategies across all subjects, ensuring that every pupil can access learning effectively.</p>	
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**Wider Strategies**

As stated above, expenditure at Ribblesdale School exceeds incoming funding. Expenditure covers additional staffing as given above, investment in our in-school inclusion unit, attendance academy and considerable subsidy for Enrichment and extra-curricular activities. Further details are available upon request.

Activity	Evidence that supports this approach	Challenge addressed
<p>Ensure appropriate staffing to enable continued support for the emotional wellbeing of all pupils.</p>	<p>Fully embedded pastoral team, including two Pastoral Intervention Managers who are highly skilled in providing early help to hard-to-reach and vulnerable families. The pastoral team have wide-reaching and ever-growing links to external agencies and alternative provision.</p> <p>The Bridge has been fully redesigned to offer a wide range of support tailored to individual needs and circumstances. This provision is led by trained pastoral staff and specialist SEMH teaching assistants. A variety of assessment and development tools are used to identify and address pupil needs. The Bridge has strengthened collaboration between SEND, pastoral, and curriculum teams, ensuring cohesive support for pupils and a reduction in lost learning. Carefully formulated Pupil Reintegration Plans are in place to support some of our most vulnerable pupils, this may and does include support with online tuition.</p> <p>There is ongoing CPD for all staff with a focus on adaptive strategies and classroom engagement techniques.</p> <p>The school adopts trauma-informed approaches to support and reintegrate vulnerable or dysregulated pupils, in line with guidance from a Trauma Informed Lancashire.</p> <p>Our Equalities Ambassador takes on an active role in mentoring Pupil Premium pupils, particularly boys. Following training from Progressive Masculinity, our Equalities Ambassador takes a pro-active approach in supporting boys who need support and a positive male role model.</p>	<p>1,2,3,4,5</p>

	<p>In the primary provision, a TA3 has taken on the role of pastoral lead, leading the intervention space. She is ELSA trained and supports pupils with emotional needs and attendance concerns.</p>	
<p>The work of our Attendance Ambassador to support pupils with high levels of persistent absence. As part of the fully embedded Attendance Academy, the '100 Club' in conjunction with attendance monitoring celebrates those pupils with 100% attendance and support those with less than 90% attendance.</p>	<p>We employ a 'PP first' approach regarding punctuality and attendance across year groups. Our Equalities Ambassador will continue to support our disadvantaged pupils to attend school regularly and for sustained periods. Attendance data informs the selection of the pupils, and our Equalities Ambassador takes on a mentoring role with the pupils to identify what might be hindering their attendance. Our Equalities Ambassador uses an incentivised programme to help pupils to reach attendance targets.</p> <p>As outlined in the EEF's Teaching and Learning Toolkit, mentoring "aims to build confidence and relationships, to develop resilience and character, or raise aspirations" – these are our aims in understanding reasons for absences to support in a useful way. Furthermore, year leaders and form tutors have been given more autonomy through effective use of Teams and Synergy in monitoring pupils in their forms/year groups who are persistently absent. Overall attendance for this academic year is positive, demonstrating impact of the above.</p> <p>CPD in January 2026 will also place the importance of form tutors as the first interveners with attendance and monitoring pupils in their form groups. In addition to this,</p>	<p>1, 2, 3, 5</p>

	<p>attendance for Pupil Premium pupils is always placed on the agenda for pastoral form meetings led by year leaders highlighting pupils of concern.</p>	
<p>We are committed to strengthening partnerships with parents to support the social and academic progress of all pupils. Through the work of the Teaching and Learning Team and our Equalities Ambassador, we are actively exploring ways to help parents better understand our curriculum and teaching priorities. This is particularly aimed at ensuring parents of disadvantaged pupils have a deeper insight into their child’s learning journey.</p> <p>In response to feedback from Parent View we now provide parents with a curriculum overview for their child’s year group, shared during parents’ evenings and via Synergy.</p> <p>In our primary provision, parents receive a detailed curriculum overview at the start of each half term, giving them clear information about what their child will be learning in school.</p>	<p>We will continue to strengthen the work of our pastoral teams in maintaining regular and effective communication with parents, particularly those of our most disadvantaged pupils. Parents’ evening attendance is monitored closely, and parents are supported to engage in meaningful academic conversations with teachers.</p> <p>Staff are encouraged to send positive communications home as frequently as possible—through Synergy, postcards, letters of achievement, and other recognition methods. Research from the EEF on Parental Engagement highlights the significant impact of frequent, positive interactions on pupil progress.</p> <p>To promote pupil ownership of learning, all pupils are instructed to check their Synergy profile each morning, enabling them to track behaviour, house points, attendance, and ILOs, and take responsibility for their own learning habits and conduct.</p> <p>From January 2026, our Equalities Ambassador will be utilising the information gathered through the working group, highlighting pupils to develop a half-termly newsletter which will spotlight these pupils, strategies that are having a positive effect on their learning and any additional context to the child which may be pertinent for</p>	<p>1, 2, 3, 5</p>

	<p>staff who teach them to know. Some of the strategies that will be highlighted will also be shared with those at home in order to engage pupils with their learning from home and revision techniques.</p>	
<p>We remain committed to creating opportunities for our most disadvantaged pupils to develop their cultural capital both within and beyond the classroom. To support this, residential visits are subsidised for disadvantaged pupils, and all trips are planned with positive discrimination in mind to ensure our most vulnerable learners benefit from enriching experiences.</p> <p>Participation in trips and events is logged on Synergy, enabling us to monitor and evaluate the engagement of disadvantaged pupils in extra-curricular activities. In addition, bespoke trips are being developed to provide targeted experiences—such as visits to local cities and university towns to broaden horizons and raise aspirations.</p>	<p>The Teaching and Learning Team, Educational Visits Co-ordinator, Careers Guidance Lead, and Equalities Ambassador will work collaboratively with curriculum areas to ensure disadvantaged pupils have access to a wide range of experiences that support both academic and social development.</p> <p>Opportunities such as mentoring younger pupils, taking on leadership roles, becoming school ambassadors, and representing the school at events and external visits are integral to building confidence and raising aspirations - particularly for pupils who may not have access to such experiences outside of school.</p> <p>Trips for pupils eligible for Pupil Premium funding are subsidised to encourage uptake for experiences which they may not be able to access outside of school.</p> <p>Pupil Premium pupils are the first to receive careers interviews in Year 10 and additional support is given throughout through the careers team regarding future destinations and work experiences.</p>	<p>1, 2, 3, 5</p>

	<p>Through the PSHE curriculum, guest speakers deliver sessions on a carousel to each year groups. Sessions include:</p> <p>Y7: Healthy Eating and Online Safety  Y8: Sustainability, Online Safety, Vaping  Y9: County Lines Gangs, Consent, Child on Child abuse  Y10: Social Media/Fake News and Misogyny  Y11: Philosophy and Contraception</p> <p>It is imperative that all pupils engage in such topics, but especially our most vulnerable.</p>	
<p>To review the impact of interventions for disadvantaged pupils to help reduce behaviour incidents and promote positive behaviour for learning.</p>	<p>The wider Pastoral Team, including SEND and the Deputy Headteacher who oversees the team, will continue to review the impact of behaviour interventions for all pupils, with a particular focus on disadvantaged pupils.</p> <p>This includes ongoing monitoring of the use of The Bridge, Internal Fixed Suspension, and Fixed Term Suspensions, alongside the implementation of wider strategies such as behaviour rest and respite placements, and Early Help referrals to provide additional support where needed.</p> <p>The Bridge further strengthens this provision by offering bespoke interventions and direct links to pastoral care and SEND, ensuring a more integrated and personalised approach to supporting pupils.</p> <p>Through bespoke timetables, the active use of college, Alternative Provision and Trident Military Training we aim</p>	<p>1, 2, 3, 5</p>

	to reduce behavioural incidents, suspensions and consequently, permanent exclusions.	
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### **Outcomes for Disadvantaged Pupils**

Overall, attendance across the school remains strong and in line with both regional and national benchmarks, including for disadvantaged pupils. This success reflects the work of the Equalities Ambassador, the Attendance Team, and the fully embedded Attendance Academy, alongside rigorous tracking of attendance by pupil groups, strengthened parental engagement, and targeted pastoral support for school avoiders. However, the gap between PP and non-PP pupils has not narrowed, especially when it comes to persistent absence and this will continue to be a key focus.

Internal data continues to be rigorously analysed to identify emerging trends and pinpoint areas where further support may be required to strengthen outcomes. Our target is to reduce the attainment gap to 0.9 for the 2026 cohort.

The school has maintained low numbers of suspensions due to effective pastoral systems, targeted support, and a renewed focus on high-quality first teaching. While permanent exclusions have increased, only one pupil excluded was disadvantaged.

There was an increase in disadvantaged pupils accessing internal inclusion; however, this was a deliberate strategy to reduce suspensions and minimise lost learning by keeping pupils in school. With the reimagining of our Inclusion Unit and an extension of its uses and provision, there is emphasis on helping pupils to self-regulate to make them more successful in the classroom environment.

### **Externally Provided Programmes**

<b>Programme</b>	<b>Provider</b>
Trident Military Training	Trident Military Training
Oxbridge Workshop	University of Oxford

Online Tutoring	Kip Macgrath
Online Tutoring	NTNAS
Online Tutoring	Access Education Northwest
Creative Writing Workshops Y11	Nathan Parker
Author Visit KS4	Josh Silver
Burnley Youth Theatre Visit Y7	Burnley Youth Theatre
Of Mice and Men Theatre Trip Y8	Octagon Theatre Bolton
Duke of Edinburgh Bronze	Duke of Edinburgh
Duke of Edinburgh Silver	Duke of Edinburgh
WW1 Workshop Y8	Bill Smith
English Schools Football Association Cup Final Trip Y7, 8, 9	ESFA
Blackpool Rewards trip	Blackpool Pleasure Beach
Trafford Centre Rewards trip	Trafford Centre
Krakow Trip Y11	Halsbury
Florence Trip Y9	Halsbury
A Christmas Carol Trip Y11	Bolton Octagon Theatre
Road Safety Assembly Y7	Performance in Education
Bonfire Night Safety Assembly	Lancashire Police
BAE systems Roadshow Y8	BAE