

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	Ripley St Thomas
Number of pupils in school	1772
Proportion (%) of pupil premium eligible pupils	2025-26: 10.38% 2026-27 figures yet to be confirmed
Academic year/years that our current pupil premium strategy plan covers	2026-2029
Date this statement was published	September 2026
Date on which it will be reviewed	September 2027
Statement authorised by	Ms A Barnes
Pupil premium lead	Mrs Gemma Barton
Governor / Trustee lead	Dawn Cheetham

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£236,650
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	£236,650

Part A: Pupil premium strategy plan

Statement of intent

Guided by our school vision, “We aim for all members of our Christian community to flourish spiritually, academically and personally so that they can live life in all its fullness” (John 10:10),

We are committed to ensuring that this vision is realised for all pupils, regardless of circumstance. We want every child to feel known, valued and empowered to thrive. We aim to nurture aspiration, foster talent, and provide the support, opportunities and encouragement needed for all pupils to succeed.

Through high-quality adaptive teaching and carefully considered, purposeful provision, our Pupil Premium pupils will develop the confidence, skills, knowledge and ambition required to achieve their full potential.

It is our intention that pupils in receipt of Pupil Premium:

- Make strong progress through high-quality teaching that inspires, challenges and nurtures their individual strengths.
- Experience the full richness of school life through access to educational visits, co-curricular clubs, leadership opportunities and cultural experiences that broaden their horizons and ignite ambition.
- Feel a strong sense of belonging by attending school regularly and feeling safe, valued, confident and ready to learn each day.
- Are prepared for their future, leaving Ripley equipped with the skills, knowledge and guidance needed to succeed in their chosen career path.

It is our intention that all staff:

- Understand the challenges faced by Pupil Premium pupils and take a deep sense of responsibility for supporting them, providing appropriate interventions and removing barriers to learning.
- Engage in regular teaching and learning CPD to ensure Pupil Premium pupils receive high-quality lessons in which they are both supported and challenged.
- Understand the support available to Pupil Premium pupils, including available funding and how to access it.

We care deeply about each pupil’s journey and act with purpose and determination to support their success and wellbeing. Our ultimate aim is that every pupil flourishes academically, spiritually and personally, leaving Ripley with the confidence, resilience and knowledge needed to live life in all its fullness.

Challenges

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

Challenge number	Detail of challenge
1	KS3 progress data from last year indicated that the literacy levels of Pupil Premium students were still slightly below those of their non-Pupil Premium peers, with the attainment gap being most pronounced in Year 7. Research consistently highlights literacy as a key driver of academic success, as strong literacy skills underpin learning across the curriculum and enable pupils to access subject content more effectively. Improving literacy outcomes and narrowing this gap is therefore likely to have a positive impact on pupils' achievement across all areas of learning.
2	Our Pupil Premium outcomes remain significantly above the national average. However, despite the gap between Pupil Premium pupils and their non-Pupil Premium peers narrowing year on year, a disparity remains across most subjects. In 2026, our non-Pupil Premium pupils achieved an average Attainment 8 score of 49.96, compared with 42.11 for Pupil Premium pupils, representing a gap of 7.85 points. A similar pattern is evident in English and Mathematics, where gaps remain at both the 9-4 and 9-5 thresholds. As the cornerstone subjects of the curriculum, English and Mathematics are critical to pupils' success in school and beyond. Therefore, continuing to narrow the attainment gap in these core areas remains a key priority.
3	Although attendance continues to improve, there remains a noticeable gap between Pupil Premium and non-Pupil Premium pupils, with attendance at 88.2% and 93.2% respectively. Closing this gap is a key priority, as attendance is closely linked to pupil achievements. Research shows that pupils with higher attendance are more likely to achieve stronger academic outcomes, while persistent absence is associated with lower attainment and reduced future opportunities. Improving attendance, particularly for disadvantaged pupils, is therefore essential to narrowing attainment gaps and improving life chances.
4	Last year, the number of Pupil Premium pupils participating in co-curricular clubs increased from 109 to 124, representing approximately 70% of the Pupil Premium cohort. Research suggests that participation in extracurricular and co-curricular activities can strengthen pupils' sense of belonging, enhance wellbeing, and is associated with higher levels of school engagement and attendance. These opportunities are particularly beneficial in supporting inclusion and fostering positive connections with school and will therefore continue to be a priority.

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
Improve literacy outcomes for all pupils, ensuring pupils in receipt of the Pupil Premium develop strong reading, writing and communication skills, and reducing the literacy attainment gap with their peers.	• KS3 literacy assessment data demonstrates improved literacy attainment for Pupil Premium pupils across the academic year. • Bedrock assessment data evidences sustained literacy progress for Pupil Premium pupils. • The literacy attainment gap between Pupil Premium and non-Pupil Premium pupils narrows year on year.
To enable all pupils to achieve ambitious outcomes and make strong progress across the curriculum, narrowing the Attainment 8 gap over time at all measures.	• The Attainment 8 gap between Pupil Premium and non-Pupil Premium pupils reduces to below 4.5. • Progress measures demonstrate improved outcomes for Pupil Premium pupils across the curriculum, particularly in English and Mathematics. • At least 50% of Pupil Premium pupils meet or exceed their aspirational targets by 2027.
Continue to improve the attendance of children in receipt of the Pupil Premium to be in line with their peers across the school.	• Pupil Premium attendance exceeds 90% and remains above national averages. • The attendance gap between Pupil Premium and non-Pupil Premium pupils reduces year on year. • Persistent absenteeism among Pupil Premium pupils decreases by at least 10%.
To increase participation and engagement of disadvantaged pupils in co-curricular activities, enrichment opportunities and educational visits, removing financial barriers where necessary.	• At least 85% of Pupil Premium pupils participate in one or more co-curricular activities. • Participation of Pupil Premium pupils in educational visits increases year on year. • Monitoring data demonstrates that financial support increases access to enrichment opportunities for disadvantaged pupils.

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

Budgeted cost: £88,695

Activity	Evidence that supports this approach	Challenge addressed
Provide high-quality professional development focused on adaptive teaching and evidence-informed classroom practice to improve outcomes for disadvantaged pupils.	EEF Effective Professional Development Guidance Report identifies sustained, evidence-informed professional development as a key mechanism for improving teaching quality, which has the greatest impact on pupil outcomes.	1, 2
Implement a structured instructional coaching programme, supported by high-quality CPD resources, to strengthen teaching practice and adaptive teaching strategies.	The EEF Effective Professional Development Guidance Report highlights instructional coaching, deliberate practice and regular feedback as effective approaches for improving teacher expertise and classroom practice. High-quality teaching is the most important in-school factor affecting pupil outcomes.	1,2
Deploy and develop support staff effectively to provide targeted academic and pastoral support that complements high-quality teaching.	The EEF Teaching Assistant Guidance Report recommends that teaching assistants supplement, rather than replace, teacher instruction and are most effective when delivering structured interventions and targeted support. The EEF Toolkit reports positive impacts from well-implemented Teaching Assistant Interventions.	1, 2
Provide a comprehensive programme of induction, mentoring and professional development for early career teachers to secure consistently effective classroom practice.	The EEF Effective Professional Development Guidance Report emphasises that ongoing professional learning, expert challenge, modelling and feedback support improvements in teaching quality and pupil outcomes.	1,2
Continue to embed a whole-school approach to disciplinary literacy, ensuring that reading, vocabulary development and academic communication are explicitly taught across the curriculum promoted by our Literacy Lead Teacher	The EEF's Improving Literacy in Secondary Schools guidance states that literacy is "key to learning across all subjects" and recommends prioritising disciplinary literacy, explicit vocabulary instruction and opportunities for reading, writing and structured talk in every subject.	1, 2

Targeted academic support

Budgeted cost: £67,155

Activity	Evidence that supports this approach	Challenge addressed
Embed a whole-school approach to disciplinary literacy through targeted reading and vocabulary digital programmes: Sparx Reader Reading cannon	The EEF's Improving Literacy in Secondary Schools guidance identifies literacy as "key to learning across all subjects" and recommends disciplinary literacy, explicit vocabulary instruction and the development of reading fluency across the curriculum. Reading comprehension strategies have a high impact on pupil progress (+7 months).	1, 2
Provide targeted phonics support (TA led specialist support)	The EEF Teaching and Learning Toolkit reports that phonics approaches have an average impact of +5 months' progress and are particularly beneficial for pupils who require additional support with reading accuracy and fluency. Structured interventions delivered by trained staff are most effective.	1, 2
Provide structured language acquisition support for pupils with English as an Additional Language.	The EEF guidance for EAL learners highlights the importance of explicitly teaching vocabulary, developing oral language skills and providing opportunities for meaningful academic talk. Oral language interventions have a high impact on attainment (+6 months).	1, 2
Deliver targeted one-to-one tuition to address individual barriers to attainment in English.	The EEF Teaching and Learning Toolkit identifies one-to-one tuition as an effective intervention, delivering an average of +5 months' additional progress when targeted to specific learning needs and closely aligned with classroom teaching.	1, 2
Deliver targeted small-group intervention to accelerate progress in literacy and English.	The EEF Teaching and Learning Toolkit reports that small-group tuition can provide an average of +4 months' additional progress. It is particularly effective when targeted at identified gaps in knowledge and delivered by trained staff.	1, 2
Improve teacher-to-pupil ratios in English and mathematics to provide targeted support and improve outcomes for disadvantaged pupils.	EEF Toolkit: Reducing Class Size (+2 months). Smaller teaching groups can improve teacher-pupil interaction, increase opportunities for feedback and allow for more targeted support when implemented alongside high-quality teaching. Internal assessment data indicates that disadvantaged pupils benefit from increased access to individualised support.	1, 2
Deliver one-to-one mathematics tuition for identified pupils, with priority given to disadvantaged pupils at Key Stage 4.	EEF Toolkit: One-to-One Tuition (+5 months). Evidence suggests personalised tuition is effective in addressing misconceptions, securing key mathematical knowledge and accelerating progress, particularly for disadvantaged pupils.	2
Deliver small-group mathematics intervention to address gaps in knowledge and improve attainment.	EEF Toolkit: Small Group Tuition (+4 months). Structured small-group teaching can provide effective support for pupils who require additional instruction and practice beyond the classroom curriculum. Internal assessment data is used to identify and monitor pupils requiring intervention.	2
Deliver targeted revision and intervention programmes to	EEF Toolkit: Metacognition and Self-Regulation (+7 months); Small Group Tuition (+4 months).	1, 2

support examination preparation and improve outcomes across subjects.	Evidence shows that explicit teaching of revision strategies, self-regulation and examination techniques can improve pupil outcomes. Internal attainment data is used to target support and evaluate impact.	
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Wider strategies

Budgeted cost: £80,800

Activity	Evidence that supports this approach	Challenge addressed
Provide access to instrumental music tuition and wider enrichment opportunities to increase participation, confidence and sense of belonging among disadvantaged pupils.	EEF Toolkit: Arts Participation (+3 months). Participation in arts-based activities can support engagement, motivation and self-esteem, while contributing to a greater sense of belonging and confidence.	4
Provide financial support to remove barriers to participation, ensuring disadvantaged pupils can fully access school life and develop a strong sense of belonging within the school community.	EEF Toolkit: School Uniform. While evidence suggests uniform alone has limited impact on attainment, removing financial barriers can support attendance, participation, inclusion and a sense of belonging within the school community. Internal pastoral data identifies uniform and equipment as barriers for some disadvantaged pupils.	3
Provide disadvantaged pupils with access to high-quality revision resources to support independent learning, revision and examination preparation.	Internal attainment and outcomes data indicate that access to high-quality revision materials supports independent study and examination preparation. EEF Toolkit: Metacognition and Self-Regulation (+7 months), highlighting the importance of effective study strategies and self-regulated learning.	1, 2
Provide a homework and independent learning support programme, including access to printing, curriculum resources and essential equipment, to remove barriers to learning and promote academic success.	EEF Toolkit: Homework (+5 months at secondary phase); Extending School Time (+3 months). Ensuring pupils have access to the resources required to complete independent learning can improve engagement, participation and progress.	1, 2
Provide financial support to enable disadvantaged pupils to access enrichment and leadership opportunities, including Duke of Edinburgh and Ripley Cadets programmes.	EEF Toolkit: Outdoor Adventure Learning (+2 months). Participation in enrichment activities can improve confidence, resilience, teamwork and school engagement, while contributing to pupils' personal development and sense of belonging.	4
Provide high-quality careers education, information, advice and guidance (CEIAG) to raise aspirations and support informed post-16 and future career pathways.	The EEF Teaching and Learning Toolkit suggests that aspiration-focused interventions are most effective when combined with high-quality information, advice and guidance, helping pupils to make informed decisions about future education, training and employment.	4
Increase participation in co-curricular, enrichment and educational visit opportunities by	The EEF Teaching and Learning Toolkit identifies benefits from enrichment approaches, including arts participation (+3 months), which can support	4

removing financial barriers for disadvantaged pupils.	engagement, confidence and wider outcomes. Extended learning opportunities can contribute to improved participation and a stronger sense of belonging in school.	
Provide targeted intervention and specialist support for pupils at risk of exclusion to improve engagement, attendance and educational outcomes.	The EEF Teaching and Learning Toolkit reports that Social and Emotional Learning approaches can lead to an average of +3 months' additional progress while improving pupil self-regulation, relationships and engagement with learning. Targeted support can help address barriers that impact attendance, behaviour and attainment.	1,2,3
Financial support to remove practical barriers to attendance and punctuality for disadvantaged pupils.	Internal attendance and pastoral data identify transport as a barrier for some disadvantaged pupils. Removing practical barriers can improve attendance, punctuality and engagement with learning.	3
A targeted attendance strategy incorporating recognition, rewards and pastoral support to improve attendance among disadvantaged pupils.	DfE guidance and national evidence demonstrate a strong link between attendance and attainment. Recognition and positive reinforcement can support improvements in attendance and engagement, particularly for pupils at risk of persistent absence.	3
Provide targeted wellbeing and counselling support to address social, emotional and mental health barriers that may impact attendance, engagement and achievement.	EEF Toolkit: Social and Emotional Learning (+4 months). Evidence suggests that developing pupils' social and emotional skills can support improved engagement, behaviour and academic outcomes.	1,2,3
Provide a flexible, on-site alternative provision to support pupils experiencing social, emotional, medical or attendance-related barriers to education.	EEF Toolkit: One-to-One Tuition (+5 months); Small Group Tuition (+4 months). Tailored provision can support re-engagement with learning, improve attendance and enable pupils to access appropriate academic and pastoral support. Internal referral and attendance data inform placement decisions.	3,4
Commission educational psychology services to support the early identification of additional needs and provide specialist assessment, advice and intervention planning for pupils facing barriers to learning.	Educational psychologists provide specialist assessment and evidence-based recommendations that support effective intervention planning, SEND identification and statutory processes where appropriate, including Education, Health and Care Plans (EHCPs). Early identification and targeted support can help pupils access learning more successfully and improve educational outcomes.	1,2

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 past five academic years.

	2022	2023	2024	2025	2026
Students in cohort:	266	278	273	276	276
Pupil Premium students in cohort:	57 (21%)	29 (10.4%)	22 (8.76%)	31(11.23%)	41 (14.9%)
Each PP pupil represents % points	1.75%	3.45%	4.55%	3.23%	2.44%
Attainment 8					
All Pupils	55.39	51.3	53.41	50.49	48.99
Non Pupil Premium	58.73	53.06	54.81	51.67	49.96
Pupil Premium	43.17	36.31	41.35	41.15	42.11
9-4 in English & Maths					
All Pupils	213/260 (80.1%)	226/278 (81.3%)	225/274 (82.1%)	219/276 (79.3%)	213/276 (77.17%)
Non Pupil Premium	182/209 (87.1%)	210/249 (84.3%)	212/250 (84.8%)	200/245 (81.6%)	190/213 (89.20%)
Pupil Premium	31/57 (54.4%)	16/31 (55.2%)	13/22 (56.5%)	19/31 (61.3%)	23/41 (56.10%)
9-5 in English & Maths					
All Pupils	174/260 (65.4%)	167/278 (60.1%)	167/274 (60.9%)	160/276 (58%)	152/276 (55.07%)
Non Pupil Premium	155/209 (74.2%)	157/249 (63.1%)	161/250 (64.4%)	147/245 (60%)	135/152 (88.81%)
Pupil Premium	24/60 (39.3)	10/31 (32.3%)	6/22 (26.1%)	13/31 (41.9%)	17/41 (41.46%)

Pupil Premium remains below that of non-Pupil Premium pupils; however, available evidence indicates that current strategies are having a positive impact. In 2026, Pupil Premium Attainment 8 improved to **42.11**, the highest outcome in the last five years, while the Attainment 8 gap narrowed from **15.56 points in 2022** to **7.85 points in 2026**. Outcomes in English and Maths have also improved, with the proportion of Pupil Premium pupils achieving **grade 5+** increasing from **26.1% in 2024** to **41.5% in 2026**. Although attainment gaps remain, the overall trend suggests that the strategy is supporting improved outcomes and contributing to a gradual reduction in disadvantage-related attainment gaps.

Overall Outcomes:

Teaching:

High-Quality Adaptive Teaching

A sustained programme of professional development centred on Tom Sherrington's Teaching WalkThrus was delivered throughout the year. All staff had access to online training materials, with key strategies revisited through staff meetings and professional learning sessions. Learning walks and lesson observations focused on the implementation of WalkThru strategies and the quality of adaptive teaching, with observation documentation aligned to these approaches. Monitoring activities indicate greater consistency in classroom practice, with adaptive teaching strategies increasingly embedded across departments to support the learning and progress of disadvantaged pupils.

Reading and Literacy

The form-time reading canon continued to provide regular opportunities for pupils to engage with high-quality texts. Following staff and pupil feedback, several texts were refreshed to maintain engagement and relevance. Sparx Reader data indicates that Pupil Premium pupils made stronger gains in reading throughout the year, contributing to a reduction in the reading attainment gap between disadvantaged pupils and their non-disadvantaged peers.

Early Career Teacher Development

A dedicated Early Career Teacher mentor was appointed to strengthen support for ECTs in developing effective teaching practice. Professional development included a specific focus on strategies to meet the needs of disadvantaged pupils and pupils with SEND. This has helped to ensure that inclusive teaching approaches and high expectations for all learners are embedded from the outset of teachers' careers.

Internal assessment and attainment data indicate that the strategies implemented through the previous Pupil Premium plan have had a positive impact on outcomes for disadvantaged pupils. Over the course of the strategy, both the literacy attainment gap and the overall attainment gap between Pupil Premium and non-Pupil Premium pupils have narrowed, demonstrating improved progress and attainment for disadvantaged learners. While some disparities remain, the trend of sustained improvement provides confidence that the approaches adopted are effective and should continue to be refined and embedded. The priorities outlined within this strategy are designed to build on this success, further accelerating progress, improving attendance and engagement, and ensuring that Pupil Premium pupils achieve outcomes that are increasingly in line with their peers.

Targeted academic support

Targeted academic support has had a positive impact on outcomes for Pupil Premium pupils. The implementation of Bedrock and Sparx Reader has contributed to improved literacy outcomes, with assessment data showing that the literacy attainment gap narrowed between September and July.

Pupils requiring additional support are identified early through CAT4 assessments, summative assessments and ongoing teacher referral processes. These pupils receive targeted interventions to address identified gaps in learning. Intervention diagnostic data demonstrates measurable improvements in attainment and understanding for Pupil Premium pupils when comparing baseline and exit assessments.

In English and Mathematics, the strategic reduction of class sizes has supported improved attainment, reflected in an increased proportion of Pupil Premium pupils achieving both grade 4+ and grade 5+ outcomes.

Overall, evidence from assessment, intervention and attainment data indicates that targeted academic support has been effective in improving outcomes for disadvantaged pupils and has contributed to the continued narrowing of attainment gaps across the school.

Wider strategies

The impact of wider strategies can be more difficult to quantify than academic interventions; however, evidence from attendance, attainment, pastoral monitoring and pupil voice indicates that these approaches have made a positive contribution to pupil outcomes.

Throughout the year, Pupil Premium funding has been used to remove barriers to learning and participation by providing support with uniform, transport, revision materials, subject-specific resources and music tuition. Funding has also enabled disadvantaged pupils to access curriculum trips, enrichment activities and co-curricular opportunities that may otherwise have been inaccessible.

Where additional needs have been identified, pupils have received tailored support through counselling services, educational psychology input and the school's internal bridge provision. These interventions have helped to address social, emotional and behavioural barriers to learning, enabling pupils to engage more successfully with school.

Collectively, these wider strategies have supported improvements in pupil wellbeing, engagement, attendance and attainment. Feedback from pupils and pastoral staff, alongside attendance and achievement data, suggests that this support has had a positive impact on both the educational experience and outcomes of disadvantaged pupils.