

Ranelagh School Pupil Premium Strategy Statement 2023-2026



This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged students.

It outlines our 3-year 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	Ranelagh School
Number of students in school	1136 (Y7-Y13) 893 (Y7-11) 112 (Y12) 131 (Y13)
Proportion (%) of pupil premium eligible students	7.48% 6% FSM
Academic year/years that our current pupil premium strategy plan covers (3year plans are recommended)	2023-2024; 2024-2025; 2025-2026
Date this statement was published	December 2025
Date on which it will be reviewed	Autumn 2 2026
Statement authorised by	Tim Griffith
Pupil premium lead	Helen Starr
Governor / Trustee lead	Leszek Skrzypczak

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Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (2023-24)	£141 656.20
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year (2025-26) If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£108,940.00

School Overview and Strategic Vision

Ranelagh School is a happy, caring and vibrant community in which students and staff work with commitment and enthusiasm. Our core aim is to ensure that, regardless of starting points or personal circumstance, every student is supported to thrive academically, socially and emotionally. We are ambitious for all learners and remain steadfast in our belief that disadvantage should never limit a young person's opportunities or aspirations.

As a Church of England Academy situated in the centre of Bracknell, Ranelagh serves a broad and diverse catchment, drawing students from over 47 primary schools across 23 parishes. While the percentage of students eligible for free school meals remains well below the national average, our context reflects a range of socio-economic backgrounds, including families experiencing increasing financial pressure. This profile underlines the importance of a robust, evidence-led pupil premium strategy that ensures equity of access, high-quality provision and meaningful personal development for all.

Our vision, *"Though we are many, we are one body"*, shapes every aspect of our work. Inspired by the ministry of Jesus, we strive to empower each individual to develop the gifts, skills and interests that enable them to flourish. Our intention is to nurture a community characterised by compassion, aspiration and unity, where all students feel known, valued and supported.

Our Commitment to Disadvantaged Pupils

Ranelagh School is committed to securing excellent outcomes for students in receipt of pupil premium funding. We ensure that financial disadvantage is never a barrier to educational success or participation in the full life of the school. Our strategy also recognises the needs of other vulnerable learners—such as young carers and students with a social worker—and aligns targeted activity to support them where appropriate.

Our overarching ambition is that disadvantaged students:

- make exceptional progress in line with, or exceeding, that of their non-disadvantaged peers with similar starting points
- experience high-quality teaching every day
- access a rich and inclusive curriculum that broadens horizons and builds cultural capital
- develop the literacy, numeracy, communication and self-regulation skills needed for lifelong learning

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- participate fully in the wider opportunities our school offers, ensuring equity of experience and aspiration

Strategic Approach

Quality First Teaching forms the foundation of our strategy. Research consistently demonstrates that excellent classroom teaching has the greatest impact on disadvantaged learners; therefore, we prioritise inclusive pedagogy, adaptive practice and targeted professional development. Particular emphasis is placed on closing gaps in reading, spelling and oracy, supporting emotional wellbeing, and providing structured opportunities for enrichment.

Our approach is rooted in robust diagnostic assessment rather than assumptions about disadvantage. We know our pupils well. By partnering with families, using precise assessment information and establishing strong relationships, we identify barriers early and respond quickly with evidence-based interventions. These include academic support, mentoring, pastoral care, and tailored programmes to remove social or financial obstacles to learning.

Principles That Underpin Our Provision

To ensure that all disadvantaged students can excel, we will:

- **Raise expectations:** ensure staff at all levels maintain high aspirations for disadvantaged learners and deliver work that challenges them appropriately.
- **Act early:** use data, observation and professional insight to intervene promptly when need is identified.
- **Provide coherent, whole-school support:** employ approaches that reinforce one another, combining excellent teaching with carefully targeted intervention and strategic pastoral support.
- **Take collective responsibility:** embed a culture in which every member of staff understands their role in improving outcomes for disadvantaged students.
- **Monitor impact rigorously:** evaluate the effectiveness of strategies, adapting them in response to what the evidence shows is working.

Our Ethos and Community Values

Our vision for Ranelagh is to offer a “unifying heartbeat”—a community where all individuals are welcomed, supported and enabled to grow. Guided by Christian principles, we endeavour to create an environment characterised by hospitality, service, forgiveness, solidarity and the

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possibility of new beginnings. We believe that these values underpin students' ability to learn well, aspire confidently and contribute positively to society.

Challenges

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

Challenge number	Detail of challenge
1 Reading and Literacy at KS3	Baseline assessments for Year 7 students on entry in Autumn 2023 suggest that there is a slight discrepancy in reading scores (110.8) for disadvantaged students compared to their non-disadvantaged counterparts (111.4). This discrepancy is wider in the baseline assessment for spelling (97 for disadvantaged students, compared to 104 for non-disadvantaged). Therefore, reading and spelling remain an area of focus for disadvantaged students. The average FFT5 target grade for disadvantaged students is 6.07 compared to the non-disadvantaged average target of 6.37. This is a difference of nearly one third of a grade, which suggests that there needs to be focus on closing the already existing gap from primary school for disadvantaged students.
2 Numeracy at KS3	Baseline assessments for Year 7 students on entry in Autumn 2023 suggest that there is little difference in terms of cognitive ability in mathematics between disadvantaged and non-disadvantaged students (both groups have an average scaled score of 106). However, KS2 assessments in mathematics demonstrate that, for the current Year 7, there is a discrepancy in the attainment of Year 7 disadvantaged students compared to non-disadvantaged students. This suggests that despite cognitive ability, disadvantaged students struggle with some aspects of mathematics.
3 Metacognition	Our observations through assessments and discussions with students and families show that education, wellbeing and wider aspects of the development of many of our disadvantaged young people have been impacted. It also suggests many lower attaining disadvantaged students lack metacognitive / self-regulation strategies when faced with challenging tasks, notably in their monitoring and evaluation of their answers. This is indicated across all curriculum areas.

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4 Oracy	Classroom observations, discussions in class and assessments demonstrate that disadvantaged students at Ranelagh, like students nationally, lack confidence in their oracy skills. There is a gap in their use of academic language. In order to improve students' comprehension and reading skills, they will benefit from explicit discussion of either content or processes of learning, or both. Through oral language interventions school aims to support learners' use of vocabulary, articulation of ideas and spoken expression in order to accelerate progress in their learning.
5 Cultural Capital	Observations and conversations with students and their families highlight that disadvantaged students generally have less opportunity to develop cultural capital outside of school. They are disproportionately experiencing the impact of the current cost of living crisis and this is impacting on the access and inclusion of disadvantaged students to school trips and visits. This impacts significantly on students in receipt of free school meals.

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 attainment among disadvantaged students across the curriculum at the end of KS4, with a focus on core subjects.	By the end of our current plan for 2023/26, 100% of disadvantaged students meet their FFT20 target grades in English and Mathematics. In 2025/26 KS4 outcomes will aim to demonstrate that all disadvantaged students achieve: • an average Attainment 8 score of 5.5 or above • A grade 4 or above in English and Maths at GCSE
Improved metacognitive and self-regulatory skills among disadvantaged students across all subjects.	Teacher reports and class observations suggest disadvantaged students are more able to monitor and regulate their own learning. This finding it

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		supported by homework completion rates across all classes and subjects and improved progression in their learning.	
To achieve and sustain improved wellbeing for all students, including those who are disadvantaged.		Sustained high levels of wellbeing from 2025/26 demonstrated by: • qualitative data from student voice, student and parent surveys and teacher observations. • a significant increase in participation in enrichment activities, particularly among disadvantaged students. • High levels of school attendance	
Improved language and vocabulary skills to aid communication and comprehension across all subjects		Results in Bedrock will demonstrate an average increase of 21% in vocabulary acquisition of our disadvantaged students in KS3. Positive outcomes and improved confidence scores for disadvantaged students from the Oracy project and ROLL interventions in form time.	
Improved reading comprehension among disadvantaged students across KS3.		Reading comprehension tests demonstrate improved comprehension skills among disadvantaged students and a smaller disparity between the scores of disadvantaged students and their non-disadvantaged peers. Teachers should also have recognised this improvement through engagement in lessons and book scrutiny.	
Improved basic numeracy skills amongst disadvantaged students across KS3		Disadvantaged students to rank in the upper half of all students by the end of KS3.	
Improved access to wide range of extra-curricular and culturally informing experiences for disadvantaged students in all curriculum areas by the end of KS3.		Increased participation in sports teams' events, arts experiences, MFL exchange visits, Duke of Edinburgh Awards programme, Mock Trial competition, learning musical instruments.	
Activity	Evidence that supports this approach		Challenge

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		number(s) addressed
CPD and Staff Recruitment and Retention	Training days with an inclusion focus National College Membership Creative Education membership https://educationendowmentfoundation.org.uk/guidance-for-teachers/leadership	1, 2, 4
Bedrock (language improvement tool)	Bedrock Learning closes language gaps by explicitly teaching vocabulary in a long-term digital programme. As the advantaged draw on their more robust word bank, they grow in confidence, engage in their learning, remain motivated, and crucially identify themselves as readers. Whilst disadvantaged students are at risk of the reverse adverse effects; with fewer words to draw on, their confidence depletes, they become disengaged and demotivated, and ultimately struggle to identify themselves as readers. Improving Literacy in Secondary Schools https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1, 5
Pupil premium Lead	Leading the management and delivery of provision for Pupil Premium is a key role and every school needs an effective pupil premium champion	1-5
Provision of smaller class sizes in English and Maths	To effectively meet the needs of a wide range of abilities in our disadvantaged cohort, smaller class sizes enable staff at Ranelagh to plan and deliver more bespoke lessons. KS2 KS3 Maths Guidance 2017.pdf (educationendowmentfoundation.org.uk) https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4	1 + 2
Oracy	Whilst research has found that good oracy leads to higher order thinking and deeper understanding, on average a child in a deprived area speaks no more than 4 words a lesson. Our aim as a school, therefore, is to elevate speaking to the same status as reading and writing. Improving Literacy in Secondary Schools	

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	https://fdslive.oup.com/www.oup.com/oxed/wordgap/How_Schools_are_Closing_the_Word_Gap_Oxford_Language_Report%202021-22.pdf?region=uk	
Focus on Feedback	There is evidence to suggest that feedback involving metacognitive and self-regulatory approaches may have a greater impact on disadvantaged students and lower prior attainers than other students. Students require clear and actionable feedback to employ metacognitive strategies as they learn, as this information informs their understanding of their specific strengths and areas for improvement, thereby indicating which learning strategies have been effective for them in previously completed work https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback	1, 2 + 3
Purchase of standardised diagnostic assessments.	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: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF Training will be provided for staff to ensure assessments are interpreted correctly.	1,2,3,4

Activity in this academic year

This details how we intend to spend our student premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £62,992.97

Activity	Evidence that supports this approach	Challenge number(s) addressed

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Learning Mentor	Learning mentor works 1:1 or with small groups of students to break down barriers to learning, to share strategies for students to build confidence and resilience to self-regulate and manage their own learning in the classroom. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring	1-5
Bedrock subscription	Bedrock Learning is a digital literacy tool used to improve vocabulary, grammar and subject-specific terminology. Bedrock equips learners with the language and literacy knowledge they need to boost their educational outcomes. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	1
PPG Lead	PPG champion for all students to advocate for them and to ensure a relentless focus on their progress.	1-5
Sparx Maths	Sparx Maths is an interactive online teaching and homework subscription website for schools that builds pupil engagement and consolidates maths knowledge. It provides complete curriculum coverage; a wide range of teaching tools and it tracks progress. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3	1

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

Budgeted cost: £49,221.49

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Alternative curriculum access.	Core skills and MFL withdrawal will be offered to students who would benefit from additional support with their literacy, numeracy and oracy skills. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1 - 5
1:1 and Small group tuition	Small group tuition approaches can support students to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher to focus on the needs of a small number of learners and provide teaching that is closely matched to student understanding. Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support students to overcome barriers to learning and increase their access to the curriculum. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	1, 2, 4 + 5
AV1 Robot	Hire of AV1 robot from No Isolation to support students who are unable to access learning in the classroom. The robot is a social and educational tool that enables students to participate in lessons, maintain friendships, and stay connected to their school community while they are away.	4
Resources and school uniform	Students from lower socioeconomic households are less likely to be able to afford the cost of school uniforms and study materials therefor these will be provided https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform	5
Study Support	Students from disadvantaged backgrounds are less likely to have a quiet working space, are less likely to have access to a device suitable for learning or a stable internet connection and may receive less parental support to complete homework and develop effective learning habits. These difficulties may increase the gap in attainment for disadvantaged students. Homework clubs can help to overcome these barriers by offering students the resources and support needed to undertake homework and revision https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework . Laptops will be loaned or purchased for disadvantaged students.	1-5

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

Budgeted cost: £20,312.01

Activity	Evidence that supports this approach	Challenge number(s) addressed
Cultural Capital	Cultural capital is one of the key ingredients a student will draw upon to be successful in society, their career and the world of work. Access to extra-curricular activities will be offered to disadvantaged students to bridge the gap in this area. This will include access to music lessons, school trips, sporting activities, and participation in the Arts.	5
Social Emotional and Mental – Health: ensuring students have access to a Learning Mentor or Counsellor to meet any identified SEMH need, access to the school therapy dog, Hugo.	Evidence suggests that children from disadvantaged backgrounds have, on average, weaker social emotional and literacy skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for students: lower social emotional and literacy skills are linked with poorer mental health and lower academic attainment. SEMH interventions in education are shown to improve social, emotional and literacy skills and are therefore likely to support disadvantaged students to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation	1-5

SEMH strategies

Budgeted cost: £37,074.39

Review of outcomes in the previous academic year

Pupil Premium Strategy Outcomes

This details the impact that our pupil premium activity had on students in the 2022 to 2023 academic year.

Improved attainment and progress among disadvantaged students across the curriculum at the end of KS4, with a focus on core subjects.

This data to be updated in 2026, as the DfE only releases data in January 2026

- The most recent DfE performance data (for the 2025 cohort) shows:
 - An attainment 8 figure of 46.4 for disadvantaged, which compares extremely well with the non-disadvantaged figure attainment 8 score for both the Local Authority (49.8) and England (50.3).
 - The percentage of disadvantaged students attaining a grade 5 or better in both English and Mathematics at GCSE, 50%, compares well to the non-disadvantaged figure for the Local Authority (51.3%) and England (52.8%).
 - 82% of disadvantaged students from the 2023 cohort remained in education or employment for two terms after leaving Ranelagh School - indicating that the school provides students with the qualifications and skills needed to continue on their chosen pathways

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post-16. This figure also compares favourably to the national figure of 94% and the local authority figure of 96% for non-disadvantaged students.

- At Ranelagh School the average number of qualifications taken by disadvantaged students (8.2) is the same as their non-disadvantaged counterparts in the Local Authority (8.2) and in England (8.2) suggesting that high expectations of all learners and their capabilities are maintained throughout school - the curriculum is not narrowed because a student is disadvantaged.
- The most recent FFT performance information (for the 2025 cohort) shows:
 - An attainment gap still exists between disadvantaged and non-disadvantaged students within school. We are aware of this and our pupil premium strategy has addressing this gap at its heart.

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
Bedrock vocabulary tool	Bedrock learning
Sparx Maths	Sparx
AV1 Robot	No Isolation

Further information (optional)

Our Pupil Premium Strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

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- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities (e.g., The Duke of Edinburgh Award), will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged, supported and prioritised in terms of participation.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated activity undertaken in previous years for areas of success and challenge. We gathered evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students, teachers and curriculum leaders in order to identify the challenges faced by disadvantaged students. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours.

We looked at a number of reports and studies about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We have been inspired by the blogs written by Marc Rowland and Dan Nicholls. We have registered as a Voice 21 school. We are using the work of Alex Quigley to support our whole school focus on closing the language gap. We also looked at a number of studies about the impact of the pandemic on disadvantaged pupils. We participated in the BFC and Wokingham Council network meeting with pupil premium leads from local primary and secondary schools and the surrounding area.

We used the [EEF's implementation guidance](#) to help us develop our strategy and will continue to use it through the implementation of our activities. We have also used guidance suggested by Marc Rowland in his recent webinar for ASCL.