

Ramshaw Primary School Pupil Premium Strategy Statement 2021/22

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Ramshaw Primary
Number of pupils in school	63
Proportion (%) of pupil premium eligible pupils	23.8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021~2024
Date this statement was published	October 2021
Date on which it will be reviewed	January 2022 and each term thereafter
Statement authorised by	Chair of Governors/Finance Committee
Pupil premium lead	Debra Colegrove
Governor lead	Helen McGonigal

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 21520
Recovery premium funding allocation this academic year	£ 2320
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year	£ 23840

Part A: Pupil premium strategy plan

Statement of intent

At Ramshaw primary School we see the raising of attainment for disadvantaged children as part of our commitment to help all children achieve their full potential by:

- Promoting an ethos of attainment of all children rather than stereotyping disadvantaged children as a group with less potential to succeed.
- Having individualised approaches to address barriers to learning at an early stage through intervention.
- Focusing on high quality teaching and effective deployment of staff to support disadvantaged children. Quality first teaching is our key principle in effective teaching and ensuring that all staff have the knowledge and skills to support all learners through effective training.
- Make decisions based on detailed data analysis and responding to evidence.

Challenges

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

Challenge number	Detail of challenge
1	Some children in our reception do not enter school at age-related expectations; communication and language is exceptionally poor.
2	Disengagement - reading is not being reinforced at home resulting in some children not having age-related reading skills.
3	Emotional resilience of pupils eligible for pupil premium is low compared to their peers. This can affect their ability to concentrate on academic activities, especially when working with others or when tasks are challenging.
4	Some children do not have the opportunity to be as physically active as their peers.
5	Low attendance rates for some Pupil Premium children impacts on their learning. This means they are constantly having to catch up to their peers. Lateness and absenteeism shows our disadvantaged children miss out on their targeted interventions.

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
Children will make rapid progress in speech and language.	Pupils close gaps and are working at age-related in speech and language.
<p>Improve reading and comprehension skills for pupils eligible for PP throughout the school, to enable them to meet age related and higher expectations in English.</p> <p>Increase engagement with parents to support home reading</p> <p>Provide increased opportunities in school to support and enthuse a love of reading.</p>	Pupils eligible for PP in all classes make sustained progress by the end of the year so that an increasing percentage of pupils eligible for PP meet age related expectations.
Improve emotional resilience for all pupils through use of TA support and intervention.	Lesson observations will demonstrate pupils' positive attitudes to learning and good behaviours.
Disadvantaged children are physically fit and healthy	Children are active during curriculum time, at playtimes and through after-school provision.
Reduce the number of persistent absentees.	<p>% of persistent absentees is at least in line with National Average.</p> <p>There are increased attendance rates for Pupil Premium children.</p>

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: £ 13,960

Activity	Evidence that supports this approach	Challenge number(s) addressed
Early identification of speech and language need	<p>Early identification of need believed to have a very high impact. On average, children who are involved in communication and language approaches make approximately six months' additional progress over the course of a year. All children appear to benefit from such approaches, but some studies show slightly larger effects for children from disadvantaged backgrounds.</p> <p>EEF toolkit: Communication and language approaches - additional 6 months progress</p> <p>Intervention and support targeted at Reception and where need identified using programmes developed by NHS/Talking Dales.</p>	1
Reading Comprehension Strategies	<p>Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.</p> <p>EEF Toolkit: reading Comprehension Strategies – additional 6 months progress</p> <p>Tailored interventions including daily reading activities, small group guided reading sessions and reading comprehension groups.</p>	2
New staff to access SoundsWrite training to ensure consistency in this approach to phonics throughout the school	<p>Overall, the evidence base related to phonics is very secure. There have been a number of studies, reviews and meta-analyses that have consistently found that the systematic teaching of phonics is beneficial. There is some evidence that approaches informed by synthetic phonics (where the emphasis is on sounding out letters and blending sounds to form words) may be more beneficial than analytic approaches (where the sound/symbol relationship is inferred from</p>	2

	<p>identifying patterns and similarities by comparing several words).</p> <p>Sounds write is a DfE accredited systematic synthetic phonics programme</p> <p>EEF toolkit: Phonics - additional 4 month progress.</p> <p>Sounds-Write evidence</p>	
<p>All staff to complete training to develop understanding of metacognition.</p> <p>Staff will implement strategies which are appropriate to their cohorts following training.</p>	<p>Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months' additional progress.</p> <p>EEF toolkit: Metacognition and self-regulation - additional 7 months progress</p>	3
<p>Active 30 – School have pledged to have 30 minutes of physical activity per day.</p>	<p>Research into the benefits of physical health to further improve our mental health can be found below:</p> <p>evidence of research and here</p>	4

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

Budgeted cost: £ 7730

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional phonics sessions</p> <p>A TA to deliver small group interventions in phonics</p>	<p>"If pupils cannot read, they will not be able to access the curriculum, and will be disadvantaged for life." Ofsted framework research which can be found here</p> <p>EEF toolkit: additional 4 months progress in small group tuition.</p>	2

Additional reading comprehension strategies A TA to deliver small group interventions in reading	EEF toolkit: additional 4 months progress in small group tuition.	2
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 2150

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to employ a Parent Support Adviser to support the school secretary to monitor and implement strategies to improve attendance.	Parental engagement has a positive impact on average of 4 months' additional progress. EEF Teaching and Learning Toolkit: Parental Engagement – additional 4 months progress	5
Read and relax sessions Stay and Play Phonics play	Evidence prior to Covid-19 restrictions when these sessions took place saw success in engaging parents with reading with their children.	2
Rewards for positive attendance/behaviour/reading at home	Recent success shows rewards in these areas encourage	2

Total budgeted cost: £ 23,840

Service pupil premium funding (optional) N/A

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?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

At Ramshaw Primary School we believe strongly that Quality First Teaching is the best approach for all children, regardless of circumstances. We value staff professional development and our strong relationships with outside agencies. Our early identification of need has led to some excellent progress supporting disadvantaged children with SEND, for example, in areas such as speech and language.

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 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, other pupil evaluations have been undertaken during the 2020 to 2021 academic year, and we have taken these into account when evaluating our strategy.

Standardised assessments completed in July 2021 indicate that good progress was made despite the fact that some children in receipt of PP had missed being taught in school due to Covid-19.

Strategies used in 2021-22 were successful and so the school will continue to use some of these approaches.

Teaching Strategies

Staff training in the use of online platforms supported the quality of remote education to ensure that pupils continued to have access to the wider curriculum during lockdown.

Parental Engagement and contact was low during the second lockdown (January – march 2021) so on return staff have worked on communication and language skills, reading and writing skills.

Targeted Intervention

Those pupils identified as receiving targeted interventions in reading across the summer term made good progress and achieved reading results in line with national figures 2019.

Wider Strategies

The introduction of Class Dojo supported school staff to communicate with parents, especially during periods of national lockdown. Office 365 also developed parental engagement through the ability to hold virtual meetings with parents.

All staff received training to develop a greater understanding of children's mental health needs. Pupils and parents have access to staff who can support concerns, worries and individual needs, which have arisen during the pandemic. The school's Parental Support Advisor has worked closely with individual families. We have also made referrals to Early Help, CAMHS and Occupational Therapy for children who might need these services.

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
Access to schemes of work and resources	Twinkle Classroom Secrets
Access to schemes of work, resources and guidance	PHSE Association, Kapow
White Rose Premium Resources	White Rose