

Ramshaw Primary School Pupil Premium Strategy Statement 2021/2024

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	60
Proportion (%) of pupil premium eligible pupils	19.4%
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	Finance Committee
Pupil premium lead	D. Colegrove
Governor lead	J. Cosslett

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 18,535
Recovery premium funding allocation this academic year	£ 1000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year	£ 19,535

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: £ **11,855**

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 Evidence here</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 Evidence here</p> <p>Tailored interventions including daily reading activities, small group guided reading sessions and reading comprehension groups.</p>	2
New staff to access Sounds Write 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.</p>	2

	<p>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 identifying patterns and similarities by comparing several words).</p> <p>Sounds write is a DfES accredited systematic synthetic phonics programme</p> <p>EEF toolkit: Phonics - additional 5-month progress. Evidence here</p> <p>Sounds Write Evidence here</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>All staff to attend the DRP (Durham Resilience training Programme)</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> <p>Evidence here</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 here & here</p>	4
<p>Attendance data monitored for all pupils and groups of children.</p> <p>To support and work with families and outside agencies to meet targets.</p>	<p>Lots of evidence on the link between attainment and attendance e.g. here</p> <p>The importance of attendance is shared with all families on a regular basis. Reward improved and high attendance. Form positive relationships with all families and appropriate agencies.</p>	5

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

Budgeted cost: £ 4300

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
<p>Additional reading comprehension strategies</p> <p>A TA to deliver small group interventions in reading</p>	<p>EEF toolkit: additional 4 months progress in small group tuition.</p>	2

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

Budgeted cost: £ 3380

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continue to employ a Parent Support Adviser to support the school secretary to monitor and implement strategies to improve attendance.</p>	<p>Parental engagement has a positive impact on average of 4 months’ additional progress.</p> <p>EEF Teaching and Learning Toolkit: Parental Engagement – additional 4 months progress</p> <p>Evidence here</p>	5
<p>Read and relax sessions</p> <p>Stay and Play</p>	<p>Evidence prior to Covid-19 restrictions when these sessions took place saw success in engaging parents with reading with their</p>	2

Phonics play The Importance of reading session for parents	children. Recent sessions (Summer 2023) saw high attendance. This recent session (September 2023) saw good level of attendance for EYFS/KS1 parents.	
Rewards for positive attendance/behaviour/reading at home	Recent success shows rewards in these areas encourage reading at home.	2
Subsidising breakfast club for disadvantaged children to ensure they start the day ready to learn and to enhance life skills.	Evidence here	3

Total budgeted cost: £ 18535

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)

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

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 2022 to 2023 academic year.

We have analysed the performance of our school's disadvantaged pupils during the 2022/23 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

The results for 2022-2023 for our disadvantaged pupils were encouraging in terms of progress. Those disadvantaged pupils without additional needs all made expected and in some cases significant progress. Most made expected attainment in reading.

This is due to the planned reading interventions, which will continue to be delivered in 2023-2024.

In addition to this, we have invested more of the funding into developing our reading resources in particular our non-fiction books.

The staff training in metacognition theories and strategies continue to be used with all pupils, these have proved successful and will continue to be developed and used in the next academic year.

Our PSA has continued to work closely with school and individual families around SEMH and Attendance. Attendance is now monitored on a weekly basis to ensure that targeted intervention or support can take place.

Additional support from Secondary School PE specialists have enabled children to take part in an increased amount of physical activity throughout the school day. Active break times with additional playground sporting equipment provided.

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	Twinkl Master the Curriculum Classroom secrets Sparksteesvalley.com

Access to schemes of work, resources and guidance	Kapow
White Rose Premium Resources	White Rose

Further information (optional)

Include any additional funding or strategies used to support vulnerable pupils in school.

Part C: Governance – monitoring the effectiveness of the Pupil Premium Strategy

Governors are involved in evaluating our Pupil Premium Strategy termly. Please see below a brief summary of discussions about the effectiveness of the strategy to address the intended outcomes.

Activity	Autumn 2023 Evaluation	Committee Date
Teaching Priorities	New reception children identified and screened. Interventions put in place.	November 2023
Targeted Academic Support	Children accessing the reading interventions have made good progress. Phonics targeted support is seeing positive results.	November 2023
Wider Strategies	PSA working with identified families. The continuation of Read & Relax sessions, Stay and Play and Phonics play and the importance of reading for parents have been well attended. Attendance is being monitored by the SLT, PSA and Attendance Governor on a regular basis to spot any trends and to offer support to families where required.	November 2023

Activity	Spring 2024 Evaluation	Committee Date
Teaching Priorities		March 2024
Targeted Academic Support		March 2024
Wider Strategies		March 2024

Activity	Summer 2024 Evaluation	Committee Date
Teaching Priorities		July 2024
Targeted Academic Support		July 2024
Wider Strategies		July 2024