

# Ramshaw Primary School Pupil Premium Strategy Statement 2024/2027

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	Ramshaw Primary
Number of pupils in school	65
Proportion (%) of pupil premium eligible pupils	33%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024/2027
Date this statement was published	October 2024
Date on which it will be reviewed	January 2025 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	£ 34,670
Recovery premium funding allocation this academic year	£ 0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b>	<b>£ 34,670</b>

# 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. Prompt referrals made to outside agencies to support the disadvantaged children who also have SEND needs.

## 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. Self-Regulation is an identified area of need where children need additional support to learn strategies to self-regulate. Some children require support with Growth Mindset in their approaches to tasks and activities.
4	Some children do not have the opportunity to be as physically active as their peers which can impact on their mental health and wellbeing.
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.
To improve children’s resilience and perseverance in their daily tasks and activities. Through use of TA support and intervention.	Lesson observations will demonstrate pupils’ improved academic performance, attitudes, behaviour and relationships with peers. Children will demonstrate positive attitudes to learning and good behaviours. Additional staff training and work with outside agencies.
Disadvantaged children are physically fit and healthy and have improved mental wellbeing.	Children are active during curriculum time, at playtimes and through after-school provision. Outdoor learning opportunities.
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> <p>The overall absence rate for all pupils being no more than 5%, and attendance for disadvantaged children will be in line with non-disadvantaged pupils.</p>

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

Budgeted cost: £ 14741

Activity	Evidence that supports this is approach	Challenge number(s) addressed
<p>Early identification of speech and language need</p>	<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><b>EEF toolkit: Communication and language approaches - additional 6 months progress</b> Evidence <a href="#">here</a></p> <p>Staff trained by Education Durham in effective and quality interactions in Early Years. Use of Ready Steady Go Training Programme.</p> <p>Evidence from the findings from The Oxfordshire Adult-Child Interactions Project 2010 – 2014 as documented by Professor Julie Fisher</p> <p>Further information can be found <a href="#">here</a></p> <p>Intervention and support targeted at Reception and where need identified using programmes developed by NHS/Talking Dales.</p>	<p>1</p>
<p>Reading Comprehension Strategies</p>	<p>Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.</p> <p><b>EEF Toolkit: reading Comprehension Strategies – additional 6 months progress</b> Evidence <a href="#">here</a></p>	<p>2</p>

	Tailored interventions including daily reading activities, small group guided reading sessions and reading comprehension groups.	
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> <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><b>EEF toolkit: Phonics - additional 5-month progress.</b> Evidence <a href="#">here</a></p> <p>Sounds Write Evidence <a href="#">here</a></p>	2
All staff including lunch time supervisors to complete PACE training to support children's emotional regulation.	<p>EEF Evidence shows that educators can implement approaches that benefit young children's self-regulation and/or executive function. For example the use of PACE/Emotional Coaching</p> <p><a href="#">EEF   Self-Regulation and Executive Function</a></p>	3
Active 30 – School have pledged to have 30 minutes of physical activity per day.	<p>Research into the benefits of physical health to further improve our mental health can be found <a href="#">here</a> &amp; <a href="#">here</a></p>	4
Attendance data monitored for all pupils and groups of children. To support and work with families and outside agencies to meet targets.	<p>Lots of evidence on the link between attainment and attendance e.g. <a href="#">here</a></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: £ 12615

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 <a href="#">here</a></p> <p><b>EEF toolkit: additional 4 months progress in small group tuition.</b></p>	2
<p>Additional reading comprehension strategies</p> <p>A TA to deliver small group interventions in reading</p>	<p><b>EEF toolkit: additional 4 months progress in small group tuition.</b></p>	2
<p>Additional social and emotional interventions.</p> <p>TA’s to deliver specific one to one or group interventions.</p>	<p><a href="#">EEF   Self-Regulation and Executive Function</a></p>	3

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

Budgeted cost: £ 7,314

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><b>EEF Teaching and Learning Toolkit: Parental Engagement – additional 4 months progress</b></p> <p>Evidence <a href="#">here</a></p>	5

Read and relax sessions Stay and Play Phonics play  The Importance of reading session for parents	Evidence prior to Covid-19 restrictions when these sessions took place saw success in engaging parents with reading with their children. Recent sessions (Summer 2024) saw high attendance.  This recent session (October 2024) saw good level of attendance for EYFS/KS1 parents.	2
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 <a href="#">here</a>	3
Residential Activity	All disadvantaged children in UKS2 to have the opportunity to attend.	4&5

**Total budgeted cost: £ 34670**

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 2023 to 2024 academic year.

We have analysed the performance of our school's disadvantaged pupils during the 2023/24 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments. Almost 50% of our disadvantaged children are also on the SEND register.

The results for 2023-2024 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 will continue to invest more of the funding into developing our reading resources in particular our non-fiction books.

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	Hamilton Trust Twinkl Master the Curriculum Classroom secrets Sparksteesvalley.com
Access to schemes of work, resources and guidance	Kapow Access Art Sing up