Ramshaw Primary School Pupil Premium Strategy 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	50
Proportion (%) of pupil premium eligible pupils	40%
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended – you must still publish an updated statement each academic year)**	2024-2025 2025-2026 2026-2027
Date this statement was published	November 2026
Date on which it will be reviewed	September 2025 September 2026 September 2027
Statement authorised by	Governing Body
Pupil premium lead	Debra Colegrove
Governor / Trustee lead	Rachel Watt

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£36,060
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*	£36,060

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 show 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.
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. Increase engagement with parents to support home reading Provide increased opportunities in school to support and enthuse a love of reading.	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 afterschool provision. Outdoor learning opportunities.
Reduce the number of persistent absentees.	% of persistent absentees is at least in line with National Average. There are increased attendance rates for Pupil Premium children. 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.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: ***£ 19134.34***

Activity	Evidence that supports this approach	Challenge number(s) addressed
Early identification of speech and language need	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. EEF toolkit: Communication and language approaches - additional 6 months progress Evidence here Staff trained by Education Durham in effective and quality interactions in Early Years. Use of Ready Steady Go Training Programme. Evidence from the findings from The Oxfordshire Adult-Child Interactions Project 2010 – 2014 as documented by Professor Julie Fisher Further information can be found here Intervention and support targeted at Reception and where need identified using programmes developed by NHS/Talking Dales. Use of the WELLCOMM Speech and Language Screening Programme.	1
Reading Comprehension Strategies	Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction. **EEF Toolkit: reading Comprehension Strategies – additional 6 months progress** Evidence here Tailored interventions including daily reading activities, small group guided reading sessions and reading comprehension groups. Use of Accelerated Reader throughout the school.	2
New staff to access Sounds Write training to ensure consistency in this approach to	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.	2

phonics throughout the school	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). Sounds write is a DfES accredited systematic synthetic phonics programme EEF toolkit: Phonics - additional 5-month progress. Evidence here Sounds Write Evidence here	
All staff including lunch time supervisors to complete PACE training to support children's emotional regulation.	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 https://educationendowmentfoundation.org.uk/early-years-evidence-store/self-regulation-and-executive-function	3
Active 30 – School have pledged to have 30 minutes of physical activity per day.	Research into the benefits of physical health to further improve our mental health can be found Evidence FIND EVIDENCE	4
Attendance data monitored for all pupils and groups of children. To support and work with families and outside agencies to meet targets.	Lots of evidence on the link between attainment and attendance e.g. here 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.	5

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

Budgeted cost: **£6548.79**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics Sessions *A TA to deliver small group interventions in phonics*	"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 **EEF toolkit: additional 4 months progress in small group tuition.**	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
Additional social and emotional interventions. *TA's to deliver specific one to one or group interventions.*	**EEF Self-regulation and Executive Function**	3

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

Budgeted cost: **£10,339.95**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to actively encourage and support the attendance of disadvantaged children. The school secretary to	Parental engagement has a positive impact on average of 4 months' additional progress. **EEF Teaching and Learning Toolkit:**	5

monitor and implement strategies to improve attendance.	**Parental Engagement – additional 4 months progress Evidence here**	
Read and Relax sessions *Stay and Play* *Phonics Play* *The importance of reading sessions 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 2025/Autumn 2025) saw high attendance. Recent sessions summer /Autumn terms 2025 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.	**EEF** Evidence here	3
Residential Activity	All disadvantaged children in UKS2 to have the opportunity to attend. EEF Findings here	4 & 5

Total budgeted cost: £ 36,023.08

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2025/26 academic year using EYFS, 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.

Reviewing our targeted support for our PP+ children has shown significant impact on their readiness to learn due to targeted support and interventions plus additional support within the classroom. It has also supported our PP+ children in transitions to other Key stages.

EYFS

Looking at our results for our EYFS children, starting points in areas of Maths, Literacy and Motor skills were low and although some children did not achieve their GLD across these areas, their progress trackers demonstrated that they did make progress. By the end of the Academic Year with targeted support and interventions, the gap was narrowed and they were working approximately a Term behind.

Key Stage 1

Looking at our results for this cohort of children when they were in EYFS our internal baseline identified low starting points. Children were placed in additional interventions both, reading and phonics. This is to continue into 2026 to 2027 as they prepare to be phonic screened as a Year 2. We continue to hold Parental meetings to support in areas of phonic and reading, and hold read and relax sessions, for parents and carers.

Key Stage 2

The results for 2025-2026 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. Some made expected attainment in reading. All of the disadvantaged pupils made progress in terms of their readiness and attitude towards learning, and all accessed their Year 6 SATS. This is due to the planned interventions, which will continue to be delivered in 2026-2027.

Attendance

In 2025 to 2026, our PSA continued to work closely with school and individual families around SEMH and Attendance. Attendance continues to be monitored on a weekly basis to ensure that targeted intervention or support can take place.

Attendance across the whole of the Academic year for our Disadvantaged pupils was 92.22% against the National Average of 89.13%.

In 2026 to 2027 academic year, we will no longer have PSA support, and the School Secretary will undertake the above actions alongside the Head Teacher.

Active School

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.

Over 50% of our PP children attend breakfast club on a regular weekly basis and this has had an impact on their readiness to learn.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Access to schemes of work, resources and guidance	Hamilton Trust Twinkl Master the Curriculum Classroom secrets Sparksteesvalley.com Kapow Access Art Sing up Times tables Rock Star Accelerated Reader

Further information

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.