Pupil premium strategy statement - Ramsden Infant and Nursery School

Before completing this template, read the Education Endowment Foundation's guide to the pupil premium and DfE's pupil premium guidance for school leaders, which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

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	68
Proportion (%) of pupil premium eligible pupils as at Oct 26	25%
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)**	2026 - 2029
Date this statement was published	November 2026
Date on which it will be reviewed	October 2027
Statement authorised by	Mr K Wright
Pupil premium lead	Mrs J Pooley
Governor lead	Mr R Studt

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£35240
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*	£35240

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils irrespective of background or challenges they face make the best progress possible and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We know the challenges that many of our children and their families face; those with Special Educational needs including social, emotional and mental health difficulties and those who have social workers and young carers. We also know the new challenge of increasing numbers of children requiring support with communication, speech and language and pastoral support. We are also very mindful that we support children growing up within one of the most deprived areas of the UK; that alone creates many barriers to children's development particularly within the Early Years.

At Ramsden Infants we are committed to ensuring that children within all pupil groups achieve their full potential, regardless of their background or disadvantaged.

As a school we ensure that we offer; Quality first Teaching, with a focus on areas which disadvantaged pupils require the most support and suitable adaptations to the curriculum to support pupils with diagnosed and undiagnosed SEND, while also ensuring pupils access a broad and varied curriculum. This is proven to have the greatest impact on closing the disadvantaged attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. We ensure that staff are fully aware of ALL children and their individual needs and that ALL children are tracked carefully.

Challenges

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

Challenge number	Detail of challenge
1	Absence and punctuality issues. Absenteeism and persistent lates negatively impact on learning and catch up.
2	Assessment, observations and discussions with pupils indicate that Children on entry into EYFS and KS1 have significant gaps and lower language and communication skills. These are evident from Reception through to KS1.

	The pandemic has disproportionally affected the language and communication skills development for many children and although the main impact was more than five years ago, the legacy of a lack of access to services and support to families remains a key issue.
3	Increasing number of children & families presenting with SEMH issues. Interventions over the past twelve months have had positive outcomes (Phonics) there are still children working below ARE and families continue to need support. We are finding that over time this is improving by the end of Year 2, but a deep level of support is needed to help pupils to keep up with their peers.
4	On entry into Year 1, many children are attaining below national standards in reading writing and maths based on the respective ELGs. Children have lower starting points / parental engagement with reading and homework which can be an issue.
5	Attainment at the end of KS1 remains below the National Average. Fluency in Maths, rapid recall of number facts and multiplication tables is a barrier to learning. Reading fluency is improving but deeper understanding and comprehension is also a barrier to learning.

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
Attendance for all groups of children will be in line with National averages.	Children who are PA will be attending school more often and making better progress across the curriculum. PA overall is reducing over time.
Improved language and communication outcomes for all children in EYFS to be in line with NA and GLD to be closer to NA and / or above outcomes of similar schools.	Assessments and observations will indicate significantly improved speech language and communication skills among children. This will also show within their work and engagement in lessons.
Both pupils and parents / carers will be able to access support through various programmes in school ELSA, School Councillor, SERIS and working with other agencies. Parent classes offered to support children's learning.	Families will feel supported and be able to support their children. School Counsellor will identify further support for families. Families will be able to access support and be able to support children's learning at home.
The progress of pupils in KS1 will be monitored and supported intervention	At end of KS1 results will show more pupils will be in line the NA for all groups

packages will be offered to ensure they keep up with their peers.	of children than GLD outcomes indicated two years prior. More pupils will be ready for KS2 transition.

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: **£ 10,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding oracy opportunities and specific speech and language activities across the school curriculum.	https://educationendowmentfoundation.org.uk/educationevidenc/teaching-learning-toolkit/oral-languageinterventions This approach shows that there is a strong evidence-based activities and classroom discussions have a high impact on children's reading.	2, 4, 5
The development of assessment materials suitable for KS1 pupils & the use of non-statutory DFE Year 2 tests	**Standardised** tests can provide reliable and measurable insights into the strengths and weaknesses of each pupil to ensure that they are receiving the correct interventions. End of KS1 Non-Statutory DFE Assessments inform teachers of how well any gaps in learning have been filled. This provides robust evidence for the feeder KS2 school.	4, 5
CPD linked to subject leadership and whole-school priorities	Research tells us that high-quality teaching can narrow the disadvantaged gap. We need to ensure that CPD builds on prior knowledge; motivates staff both in delivery and security of the intended curriculum; develops teaching techniques and embeds practice. EEF 2022	2, 4, 5

Identify TA CPD to improve subject knowledge and help raise standards in Reading, Writing and Maths.	Investing in PD for teaching assistants to deliver structured interventions will improve learner outcomes. EEF 2022	2, 4, 5

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

Budgeted cost: **£ 10,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted additional support for reading / phonics / writing and maths for those in receipt of the PPG	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition Identified children through both and summative assessment will be supported in small groups both in class and within one-one support situations.	2, 4, 5
Supporting the more able PP children to think more explicitly about their own learning. Helping to develop their understanding of what is needed to succeed.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation Identified children will work on a 6-week programme that will look at developing children's metacognition and skills needed to learn and to self-evaluate their work in a more productive and positive way.	2, 4, 5

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

Budgeted cost: **£15,240**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deployment of Attendance Officer across the federation	https://www.gov.uk/government/publications/working-together-to-improve-school-attendance Regular attendance monitoring within school MIS and DFE Sign-In website ensures that the actions of the Attendance Officer are improving attendance through support and challenge of parents. Parents' deeper understanding of the importance of attendance will support pupils learning and progression over time.	1, 3, 5
Engaging parents with children's learning.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement Offering parents, the opportunities to attend home learning courses that will support them with their child's learning and homework. Also continuing to support and encouraging parents to use class DOJO to share their child's learning.	4
Employment of School Counsellor.	DFE 'Counselling in Schools: a blueprint for the future. This document explains the growing need for schools to support children and their families.	3, 4, 5
Wider activities, trips and after-school clubs	Child Poverty Action Group. Report suggests that before and after school clubs including extra-curricular activities benefit children and their families. Clubs engage children in school and benefit their learning. Clubs allow the children the chance to explore, sports, music and Arts, this helps develop their cultural capital. For children who are growing up in poverty these clubs offer them the opportunities to attend for free.	3, 4, 5

Total budgeted cost: £35,240

Part B: Review of the previous academic year

Outcomes for disadv. pupils – Awaiting full data on IDSR

Outline the performance of your disadvantaged pupils in the previous academic year and explain how it has been assessed. You should draw on:

- *Data from the previous academic year's national assessments and qualifications, once published.*
- *Comparison to local and national averages and outcomes achieved by your school's non-disadvantaged pupils (a note of caution can be added to signal that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently).*
- *Information from summative and formative assessments the school has undertaken.*
- *School data and observations used to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing*

You should state whether you are on target to achieve the outcomes of your strategy (as outlined in the Intended Outcomes section above) and outline your analysis of what aspects of your strategy are/are not working well.

If last year marked the end of a previous pupil premium strategy plan, you should set out your assessment of how successfully the intended outcomes of that plan were met.

***Perspective Lite** **pending the updated IDSR information to be published.**

Assessment %	All	Contextual	PP	SEND	SEND + PP
GLD - DFE	54.2	54.8		11.1	
Phonics Y1*	64		66.7	36.4	High SEN
Phonics Y2*	66.7		80	66.7	

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

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.