

# Pupil premium strategy statement

Before completing this template, you should read the using pupil premium guide and the appropriate example statement available [on the pupil premium page](#).

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

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	Ramsden Infants
Number of pupils in school	117
Proportion (%) of pupil premium eligible pupils	42%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022 - 2025
Date this statement was published	November 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Mrs S Jackson
Pupil premium lead	Mrs J Pooley
Governor / Trustee lead	Mrs R Robson

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£61,426
Recovery premium funding allocation this academic year	£5,655
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£67,081

# 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.

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. 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 disproportionately affected the language and communication skills development for many children.
3	Increasing number of children & families presenting with SEMH issues. Many of our disadvantaged pupils have been negatively impacted by schools closures, despite school offering on line and educational packs, teachers doing house calls/ phone calls to support learning.

	Interventions over the past twelve months have had positive outcomes (Phonics ) there are still children working below ARE and families continue to need support. This will we anticipate increase further throughout 22/23
4	On entry into KS1 year 1. A significant number of children are attaining below national standards in reading writing and maths. GLD 2022?? Children have lower starting points/ parental engagement with reading and homework is 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 and understanding 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 and making progress across the curriculum.
Improved language and communication outcomes for all children in EYFS to be in line with NA and GLD to be in line with NA	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 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.
Children in KS1 Will be tracked and supported intervention packages will be offered to ensure catch up.	At end of KS1 results will show % number of children will be in line the NA for all groups of children. Children will be ready for KS2 transition.

## 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: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding oracy opportunities and specific speech and language activities across the school curriculum	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a> This approach shows that there is a strong evidence base activities and classroom discussions have a high impact on children's reading.	2,4,5
Purchasing of standardised NFER tests. Refresher training for staff to ensure that assessments are interpreted and administered correctly.	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.	4,5
CPD linked to subject leadership	Research tells us that high quality teaching can narrow the disadvantaged gap. We need to ensure that PD builds on knowledge, motivates staff, develops teaching techniques and embeds practice. EEF 2022	2,4,5
Identify TA training to improve subject knowledge and help raise standards in Reading 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 PP	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	2,4,5

	Identified children through both and summative assessment will be supported in small groups both in class and additional tuition programmes.	
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.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a> identified children will work on a 6-week programme that will look at developing children's metacognition and skills needed to learn. Initially we will look at the more able PP children.	2,4,5

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

Budgeted cost: £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of EWO across the federation	The latest Gov documentation 'Working Together to improve school attendance' Data produced by GOV.Uk shows the impact that attendance can have on child's learning.	1,3,5
Engaging parents with children's learning.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a> 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 Councillor.	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. For children who are growing up in poverty these clubs offer them the opportunities to attend for free.	3,4,5

**Total budgeted cost: £55,000**

## 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, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.*

*If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?*

### 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

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

## Further information (optional)

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