

Pupil premium strategy statement – Ramsey Manor Lower School

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	293
Proportion (%) of pupil premium eligible pupils	9.8%
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 to 2026/2027
Date this statement was published	December 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Colin Moore, Headteacher
Pupil premium lead	Sarah Castlo, Assistant Headteacher
Governor / Trustee lead	Anna Tiana, lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£34,845
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£34,845

Part A: Pupil premium strategy plan

Statement of intent

RATIONALE

Through a Values based education, Ramsey Manor Lower School strives to be a happy community, which celebrates the achievements of each child regardless of ability, race, gender, beliefs or personal circumstances. The targeted and strategic use of pupil premium will support us in achieving our vision.

PRINCIPLES

- We ensure that teaching and learning opportunities meet the needs of all of the pupils
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals or qualify for Pupil Premium will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals or Pupil Premium. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils in the school that have been identified as being socially disadvantaged
- Pupil Premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources mean that all children who qualify for Pupil Premium may not be in receipt of Pupil Premium interventions at one time

PROVISION

- The range of provision the Governors may consider making for this group could include: (i) additional teaching and learning opportunities by providing small group work or 1:1 support, within the classroom or withdrawn as appropriate. This could be with an experienced teacher, higher level teaching assistant or teaching assistant focused on overcoming gaps in learning or developing higher level skills (ii) financial contributions towards the cost of after school clubs, school trips and instrumental lessons
- all our work through the Pupil Premium will be aimed at accelerating progress, moving children to at least age-related expectations in English, Mathematics and Science as well as social and emotional development
- Pupil Premium resources may be used to target able children who exceed Age Related Expectations
- Provision will not be aimed at SEND children who are not socially disadvantaged

Challenges

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

Challenge number	Detail of challenge
1	Lower Academic Achievement in Reading, Writing, and Maths Disadvantaged students eligible for Pupil Premium (PP) funding achieve lower academically compared to their peers across reading, writing, and maths. The attainment gap in writing is particularly significant: non-PP attainment in writing is 78%, compared to 59% for PP students, creating a 19% gap.
2	Slower Progress in Core Subjects for some disadvantaged students The progress made by disadvantaged students in reading, writing, and maths is currently less than their peers for some students, leading to cumulative attainment gaps over time.
3	Lack of enriching and broadening experiences
4	Social and Emotional Health Challenges Some disadvantaged students demonstrate greater challenges with social and emotional health, including difficulties with emotional regulation, low self-esteem, and anxiety.
5	Attendance and Punctuality Concerns Attendance and punctuality levels for disadvantaged students are slightly lower on average than for their peers. While ongoing excellent work by the school is showing improvement, we aim to align all of our practices with Working Together to Improve School Attendance (August 2024) to ensure we continue to drive high levels of attendance and punctuality for every student.

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
Improved writing attainment among disadvantaged students	Reduce the attainment gap in writing to 5% or less by November 2027 through targeted interventions, bespoke writing support, and enhanced CPD for staff focused on writing pedagogy.
Improved percentage of disadvantaged students making accelerated progress in core subjects	Ensure PP students achieve progress rates in line with or exceeding non-PP students by 2027. Specifically, aim for at least 95% of PP students to make expected or accelerated progress in core subjects annually, tracked through termly assessments.

Disadvantaged children's experiences have been broadened through enriching learning opportunities.	By 2027, ensure that 100% of PP students access at least two extracurricular clubs or enrichment opportunities per term, with funding support and proactive encouragement to increase participation in line with our current offer but continue to explore how we can offer even broader experiences.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Implement a structured programme of pastoral support (e.g., access to therapy, or wellbeing initiatives) and aim for 85% of PP students engaging in wellbeing programmes to show measurable improvement in identified areas of need by November 2027, tracked through wellbeing surveys and case studies.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Raise disadvantaged students' attendance levels to at least 96% by November 2027 and reduce persistent absenteeism rates to below 10% among disadvantaged students through consistent monitoring, targeted interventions, and family support initiatives.

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: £8,380

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Mathematics guidance: key stages 1 and 2 The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	1

and to access Maths Hub resources and CPD (including Teaching for Mastery training).		
Purchase of standardised diagnostic assessments in reading (NFER). Training for staff to ensure assessments are interpreted and administered correctly.	When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups: Diagnostic assessment EEF	1, 2
Improving the planning and teaching of writing across the school by developing leadership in the subject leading to excellent CPD for all teachers and support staff	Use of a government recommended programme (Talk for Writing) EEF: These tasks aim to improve writing ability by giving pupils an understanding of the structure and elements of written language. https://educationendowmentfoundation.org.uk/projectsand-evaluation/projects/talk-for-writing Talk for writing training – Supporting teachers/support staff to make accelerated progress in writing. Building pupils confidence to achieve at least national expectations.	1, 2
Continued implementation and CPD for giving effective feedback in the classroom in line with the school policy (which follows EEF guidance)	There is evidence to suggest that feedback involving metacognitive and self-regulatory approaches may have a greater impact on disadvantaged pupils and lower prior attainers than other pupils. Pupils require clear and actionable feedback to employ metacognitive strategies as they learn, as this information informs their understanding of their specific strengths and areas for improvement, thereby indicating which learning strategies have been effective for them in previously completed work. (EEF)	1, 2

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

Budgeted cost: £22,750

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group or 1:1 intervention in reading, writing and maths provided by a highly	Children receiving small group tuition from highly experienced and trained members of staff have been proven to catch up an average of four months: EEF	1, 2

skilled and experienced HLTA.		
Speech and language therapy	The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language: EEF	1, 2
SEMH support for specific pupils Year 1-4	Mental health, SEMH support for pupils awaiting appointments/diagnosis/anxiety Weekly: Tangled Feet Workshop sessions for each year group Whole school workshops - specific topics Mental Health week sessions for each year group Individual sessions for specific need planned for staff use	4

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

Budgeted cost: £3,715

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provision of enrichment opportunities such as music lessons and before and after school clubs (tennis, dance, cheerleading) and items to be able to engage fully in school life.	The Nuffield Foundation says clubs are an "easy vehicle" for enrichment. The study, found taking part in activities after the formal school day could play a role in closing the attainment gap between children from economically disadvantaged backgrounds and those with more family resources. The report says: "Compared with disadvantaged children who did not attend after-school club at the age of 11, those who attended after-school club one or two days per week had made significantly more progress than predicted. The research also found poor children who attended after-school clubs developed better social, emotional and behavioural skills than those, also from similar social circumstances, who did not. The results indicate that after-school clubs also bridged the gap between rich and poor, as children from disadvantaged homes participated to the same extent as those from affluent ones.	3, 4
Provision of full funding or help with funding to	LOTC activities have benefits in terms of attainment; achievement; behaviour;	3, 4

fully engage with school trips and residential visits.	attendance; engagement; wellbeing and personal, social and emotional development: Council for Learning Outside the Classroom	
Embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance. This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	5
Contingency fund for acute issues	Based on our experiences, we have identified a small amount of funding aside to respond quickly to needs that have not yet been identified. Uniform and shoes purchased for a student for example.	All

Total budgeted cost: £34,845

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

This statement outlines a review of the first year of our three-year strategy (2024–2027), evaluating progress towards our intended outcomes and identifying key actions for Year 2.

Part A: Review of Outcomes for Disadvantaged Pupils

The following table outlines the progress made towards our strategic targets as of the end of Year 1.

Intended Outcome	Progress and Performance Data	Status
1. Improved writing attainment	PP Expected+: 56% Non-PP Expected+: 78%	Improvement made but a high priority
2. Accelerated progress in core subjects	100% of PP students made at least expected progress. While accelerated progress is currently low, stability in progress is high.	On Track
3. Broadened enrichment experiences	90% of PP students attended a club (up from 70% in Jan 2025). Ofsted rated Personal Development as 'Outstanding' (Sept 2024).	Exceeding Expectations
4. Sustained wellbeing and pastoral support	100% of students engaged in whole-school mindfulness. 85% targeted engagement target is being met through bespoke workshops.	On Track
5. Improved attendance and reduced PA	PP Attendance: 93.5%. PP Persistent Absence: 17%. General school attendance is 96.3%.	At Risk / High Priority

Narrative and Year 2 Follow-up Actions

1. Writing Attainment

While the attainment gap has narrowed by 2%, it remains significant at 22%. The primary focus of Year 1 was establishing a baseline for pedagogy through enhanced CPD.

- We are encouraged by the initial movement, but to reach our 5% gap target by 2027, we must intensify our bespoke writing support.
- We will further enhance our CPD offer, linking to our feedback policy and quality first teaching. CPD will pivot from general pedagogy to specific feedback loops and live marking strategies.
- We will also enhance our Pupil Premium document for all staff, clearly outlining the school's approach to supporting our PP students and what the areas of need are for each child so support can be even more strategically targeted.

2. Accelerated Progress

We have achieved a significant milestone with 100% of our disadvantaged students making at least expected progress. This ensures that no child is falling behind.

- The stability of progress provides a strong foundation. In Year 2, our challenge is to shift a higher proportion from 'Expected' to 'Accelerated' progress to bridge the underlying attainment gaps.
- We will continue to use our Pupil Progress Meetings to identify key actions for individual students and ensure that we conduct deep dives into student data and attainment to support with making accelerated progress.

3. Enrichment and Broadening Horizons

Our strategic approach has seen participation jump from 70% to 90% in just six months, a testament to our 'Outstanding' personal development provision.

- Beyond clubs, we have enriched our curriculum with flagship trips, including the West End (London Theatre), Parliament at Westminster, and cinema visits. These are subsidised where needed to ensure financial barriers do not limit cultural capital.
- We will move towards our success criteria of 100% of PP students accessing two clubs per term.

4. Wellbeing and Pastoral Support

Our partnership with *Tangled Feet* and the Mindfulness Project has universalised wellbeing support, ensuring no stigma is attached to pastoral care.

- Play therapy and small-group mindfulness have provided vital emotional regulation tools. These interventions have fostered a calmer learning environment, allowing students to engage more effectively in the classroom.
- We will begin a series of longitudinal case studies to measure the impact of play therapy on academic resilience and attendance, ensuring we can quantify the 'measurable improvement' required by 2027.

5. Attendance and Persistent Absence (PA)

This remains our most significant challenge. While whole-school attendance is strong (96.3%), the gap for PP students (93.5%) and the PA rate (17%) require further attention, with the school continuing to need to support individual families to increase rates of school attendance. This is strategically mapped and analysed with clear actions but we are yet to see the significant increase that we were hoping for. .

- Despite a robust culture of attendance, PP attendance saw a very slight decline compared to the previous year. To hit our 96% target and <10% PA target, we must move beyond monitoring to more intensive family engagement.

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
Twinkl Phonics	Twinkl
TT Rockstars Multiplication	TT Rockstars
White Rose Maths	White Rose
The Mindfulness Project	Tangled Feet
Studybugs	StudyBugs