

Pupil premium strategy statement

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	Ramsey Manor Lower School
Number of pupils in school	277
Proportion (%) of pupil premium eligible pupils	25 = 9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-22; 2022-23; 2023-24
Date this statement was published	May 2023
Date on which it will be reviewed	September 2023
Statement authorised by	
Pupil premium lead	Lorna Trapp
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£33,421
Recovery premium funding allocation this academic year	£5,145
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	£38,566

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 means that not 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	Reading. Writing and maths attainment for pupils eligible for PP is less than for other pupils
2	Reading, writing and maths progress for pupils eligible for PP is less than for other pupils
3	Lack of language exposure and poor vocabulary skills
4	Some children have issues with their emotional well being
5	Lack of enriching and broadening experiences
6	Lateness and attendance
7	Parental engagement and support

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
Disadvantaged pupil's attainment and progress is in-line with age related expectations in reading, writing and maths	The gap between PP and non-PP children has reduced
Language skills improve and pupils are working at age related expectations	A greater number of PP children will be at age related expectations and the gap has reduced.
Children's social and emotional skills will have developed	Engagement in learning is greatly improved.
Disadvantaged children's experiences have been broadened through enriching learning opportunities.	PP children will have enhanced and enriched experiences which they would not be able to access outside of school.
Attendance and frequency of lateness of children has improved and persistent absenteeism in the disadvantaged group has decreased.	PP children attend school on time and have improved attendance (over 90%).
Education is seen as a high priority in the family setting and parents understand how to support their child.	PP families work in partnership with the school to support PP pupils with their learning.

Activity in this academic year 2022-2023

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: £6,545

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group tuition for pupils led by teachers – planned and carried out weekly £5145	The average impact of the small group tuition is four additional months' progress, on average, over the course of a year: EEF	1, 2
Use funding to ensure professional development for all staff in the area SEMH £600	Staff in school at all levels will be needed to support pupils who may have experienced complex and traumatic events. Evidence suggests that the need for pastoral support, safeguarding and wellbeing services within schools is increasing: Mental Health UK	4
Training for staff in targeted curriculum areas, including phonics and reading £800	There is a secure base of evidence for the efficacy of phonics as a method of accelerating the basics of reading by at least 4 months. Staff providing teaching and interventions need to be highly trained: EEF	1, 2, 3

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

Budgeted cost: £21, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. £1,800	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period of up to 12 weeks: Phonics - EEF	1, 2
Small group or 1:1 intervention in reading,	Children receiving small group tuition from highly experienced and trained	1, 2, 3

writing and maths provided by a highly skilled and experienced HLTA. Sept-Dec '22 £10665	members of staff have been proven to catch up an average of four months: EEF	
Speech and language therapy £760	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	3 Sharon Worsley SALT attended fortnightly to work with PP pupils.
SEMH support for specific pupils Year 3-4 £1800	Mental health, SEMH support for pupils awaiting appointments/diagnosis/anxiety Workshop TBC eg Tangled Feet	4, 5

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

Budgeted cost: £3,001

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.	5, 7
Provision of full funding or help with funding to	LOTC activities have benefits in terms of attainment; achievement; behaviour;	5, 7

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 Improving School Attendance advice. This will involve training and release time for staff to develop and implement new procedures. Time meeting parents	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	6, 7
Contingency fund for acute issues £1,000	Based on our experiences, we have identified a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Planned spend		
Improving Writing teaching and planning through the Talk for Writing sequence. Releasing English Targeted training for teaching assistants to deliver high quality phonics to show impact. (£460) Release Talk for Writing lead weekly to support with training and assessment (£400)	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/projects-and-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, 3, 7
£8560 remaining	Plan to continue SEMH/anxiety support for KS2 – workshop support LT to look into weekly therapies, SEMH support from qualified therapist in school building ELSA programme plus training	All

Total budgeted cost: £33,421

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.

Intended outcome for 2021-22	Success criteria
Disadvantaged pupil's attainment and progress is in-line with age related expectations in reading, writing and maths	The gap between PP and non-PP children has reduced
Continued intervention – small groups and 1:1 embedded throughout school. Summer 21-22. PP pupils working at or above: Reading: 68.8% Writing: 57.3% Maths: 47.0% Attainment was in line with age related expectations in Reading and Writing but not in Maths, although the pupils did make progress through the year: Pupil progress meetings, IAPs (SEND) and Tuition plans	
Language skills improve and pupils are working at age related expectations	A greater number of PP children will be at age related expectations and the gap has reduced.
Through fortnightly therapy with focussed work on language and communication skills, pupils' language is improving. Targets are set by therapist and regular sessions take place led by staff and are then reviewed fortnightly. Pupils have received enriched experiences of language by attending a range of sporting festivals and school trips. Termly pupil progress meetings have ensured monitoring of pupils: Teachers identified barriers to learning for each PP child in their class and support needed. 5/6 of PP pupils passed their phonics screening in 2020/21. The 6 th pupil is expected to pass June '23. Book scrutiny has shown an improvement in language being used in writing	
Children's social and emotional skills will have developed	Engagement in learning is greatly improved.
Improved engagement of learning from PP pupils observed in learning walks and pupil voice meetings. Social skills groups in place in every year group. Each PP pupil has a tuition plan set and reviewed by class teacher with parents.	
Disadvantaged children's experiences have been broadened through enriching learning opportunities.	PP children will have enhanced and enriched experiences which they would not be able to access outside of school.
All PP pupils accessed school trips organised, including the Year 4 PGL residential where children experienced various experiences including zip wiring, abseiling, rock climbing and fencing. Inspiring Music lessons accessed PP pupils access festivals and enrichment opportunities School trips were subsidised.	

Attendance and frequency of lateness of children has improved and persistent absenteeism in the disadvantaged group has decreased.	PP children attend school on time and have improved attendance (over 90%).
Overall attendance for the year was 93.28%. Pupil premium attendance was 87.86% Our attendance officer and school supported families. Inspiring EMW and class jobs to ensure children are engaged Attendance monitored and recorded on tuition plans	
Education is seen as a high priority in the family setting and parents understand how to support their child.	PP families work in partnership with the school to support PP pupils with their learning.
Regular contact with families. Parentmail in place – weekly newsletters Regular parent workshops. Termly pupil progress meetings.	

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

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.

All pupils have access to interventions such as sensory circuits, social skills groups. PP pupils are always considered for interventions especially when being used role models in a small group activity. All PP pupils have access to weekly Lego club if they wish to attend. All PP pupils have access to lunchtime clubs should they wish to attend.

Daily readers in every class support any PP pupils who need support with reading, especially if they don't read at home.

Class TA attends SALT sessions fortnightly and works on a set programme in between sessions to ensure regular SAL input