

## PUPIL PREMIUM STRATEGY STATEMENT

### School overview

| Detail                                                            |                                        |
|-------------------------------------------------------------------|----------------------------------------|
| School name                                                       | Ramridge Primary School                |
| Number of pupils in school                                        | 460                                    |
| Proportion (%) of pupil premium eligible pupils                   | 26.96%                                 |
| Academic year that our current pupil premium strategy plan covers | 2023 - 2024                            |
| Date this statement was published                                 | November 2023                          |
| Date on which it will be reviewed                                 | November 2024                          |
| Statement authorised by                                           | Ramridge Primary School Governing Body |
| Pupil premium lead                                                | Kate Glenister<br>Rachel Dearden       |
| Governor                                                          | Matthew Hulbert                        |

### Funding overview

| Detail                                                                                                                                                                      | Amount       |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|
| Pupil premium funding allocation this academic year                                                                                                                         | £ 199,335.00 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)                                                                                      | £0           |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £ 199,335.00 |

## Part A: Pupil premium strategy plan

### Statement of intent

#### **Purpose of Pupil Premium Funding**

The government believes that the pupil premium, which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most.

The pupil premium was introduced in April 2011 and is allocated to schools to work with pupils who have been registered for free school meals at any point in the last six years (known as 'Ever 6 FSM'). However, it is not ring-fenced to those children and can be spent in any way that the school sees fit, so long as the school is able to demonstrate that the specific needs of FSM pupils have been addressed and how this additional – and specific – funding, which is intended to compensate for disadvantage, is being used for this purpose.

School leaders and the Governing Body of Ramridge Primary School will track the attainment and progress of pupils in receipt of free school meals to demonstrate how the school is using the Pupil Premium. It is for the school to determine how best to use the funding – there is no prescription within allocation(s) other than funding should not be simply added to the Dedicated Schools Grant budget allocation in order to compensate for any recent financial cutbacks to schools.

School leaders and the Governing Body of Ramridge Primary School will publish information to parents about how all Pupil Premium funding is being used and what the impact will be on learning, attainment and pupil wellbeing and/ or pastoral care.

#### **Main barriers to educational achievement for disadvantaged pupils at Ramridge Primary School**

- Children and families are in danger of having low educational aspirations.
- Children who are reluctant to engage in learning or see the purpose of it.
- Children who have families who themselves have negative school experiences.
- Children enter school from lower starting points.
- Families who struggle to support homework, from a capability and an interest perspective.
- Families who have financial difficulties so are unable to pay for educational trips, additional activities and residential trips.
- Parents who struggle with general health, mental health and wellbeing issues.
- Increased risk of children subject to child protection/ safeguarding issues which impacts learning.
- Impact of disrupted learning as a result of the pandemic.
- Lack of IT resources and equipment at home.

## Challenges

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

| Challenge number | Detail of challenge                                                                                                                                                                          |
|------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1                | Improving the progress and attainment of disadvantaged pupils to bring them more in line with national averages and with those pupils who are not disadvantaged.                             |
| 2                | Potential social and emotional barriers to learning for pupils but also for families who need additional practical help and emotional support to break down barriers to children's learning. |
| 3                | The breadth of experience and participation for disadvantaged pupils in terms of life experiences as well as academic opportunities.                                                         |
| 4                | Potential barriers to learning caused by poor attendance and punctuality.                                                                                                                    |

## 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                                                                                                                                                                                                                                                                                                                                        |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| There is individualised support for all those pupils who are identified as needing support so that attainment increases and progress is made in children's reading, writing and maths skills. | <ul style="list-style-type: none"><li>• Carry out a range of interventions for those pupils identified as needing to close the gap between where they are and where they need to be.</li><li>• Analyse data in relation to attainment in Reading, Writing and Maths, both as individual subjects and combined RWM data.</li></ul>                       |
| Increased attendance and punctuality in disadvantaged pupils in line with those who are not disadvantaged and in line with national averages.                                                 | <ul style="list-style-type: none"><li>• EWO meetings with Attendance Officer and Inclusion Team to identify pupils with attendance and/or punctuality issues</li><li>• Meet with parents/ carers to identify any issues affecting attendance/ punctuality and set clear targets/ expectations.</li><li>• Monitor and analyse attendance data.</li></ul> |

### 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:

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|----------|--------------------------------------|-------------------------------|
| n/a      | n/a                                  |                               |

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

Budgeted cost: £ 191, 734.00

| Activity                                      | Evidence that supports this approach                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Challenge number(s) addressed |
|-----------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Staff employed to support with interventions. | <p>Education Endowment Foundation -tiered approach to Pupil Premium spending – Point 2 – Targeted academic support</p> <p><b>EEF – Guidance Report – Making best use of Teaching Assistants</b></p> <p>Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress (effect size 0.2 – 0.3)</p> <p><b>EEF – Guidance Report – Improving Literacy in Key Stage 1</b></p> <p>Use one-to-one and small-group tutoring ideally involving structured interventions. There is consistent evidence the approach supports children struggling with aspects of literacy.</p> | 1                             |

|                                                                                            |                                                                                                                                                                                                                                                           |   |
|--------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|
| Purchasing of catch up materials to support Home Learning and linked to classroom learning | <b>EEF – Teaching and Learning Toolkit – Homework</b><br>‘The average impact of homework is positive across both primary and secondary school.’<br>‘Evidence also suggests that how homework relates to learning during normal school time is important.’ | 1 |
|--------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|

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

Budgeted cost: **£ 7, 740.00**

| Activity                                                                                                                                                                    | Evidence that supports this approach                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Challenge number(s) addressed |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Partial buy back of EWO services from Luton Borough Council – to carry out register inspections and to help with early identification of potential attendance issues.       | <b>DfE documentation – Improving School Attendance: support for schools and local authorities</b><br>‘Monitor and analyse attendance data regularly to allow early intervention to address issues. This includes raising concerns with other agencies like children’s social care and early help services which are working with families.’<br>‘Monitor and analyse attendance data regularly to ensure that intervention is delivered quickly to address absence (register inspections, code analysis, cohort and group monitoring, punctuality, lesson attendance across subjects and benchmarking).’ | 4                             |
| Partial buy back of Educational Psychology service from Luton Borough Council. Support SENDCo in identifying and supporting the social and emotional development of pupils. | <b>EEF Guidance report - Improving Social and Emotional Learning in Primary Schools</b><br>‘Use a range of strategies to teach key skills, both in dedicated time, and in everyday teaching.<br>Self-awareness: expand children’s emotional vocabulary and support them to express emotions.<br>Self-regulation: teach children to use self-calming strategies and positive self-talk to help deal with intense emotions.<br>Social awareness: use stories to discuss others’ emotions and perspectives.                                                                                                | 2                             |

|                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |         |
|-------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
|                                                                                                 | <p>Relationship skills: role play good communication and listening skills.<br/>Responsible decision-making: teach and practise problem solving strategies.'</p> <p>'Establish school-wide norms, expectations and routines that support children's social and emotional development.'</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |         |
| Staffing to support inclusion – target groups, social skills and mentoring sessions             | <p><b>EEF Guidance report - Improving Social and Emotional Learning in Primary Schools</b></p> <p>'Use a range of strategies to teach key skills, both in dedicated time, and in everyday teaching.<br/>Self-awareness: expand children's emotional vocabulary and support them to express emotions.<br/>Self-regulation: teach children to use self-calming strategies and positive self-talk to help deal with intense emotions.<br/>Social awareness: use stories to discuss others' emotions and perspectives.<br/>Relationship skills: role play good communication and listening skills.<br/>Responsible decision-making: teach and practise problem solving strategies.'</p> <p><b>EEF Guidance Report – Improving Behaviour in Schools</b></p> <p>Universal behaviour systems are unlikely to meet the needs of all your students.<br/>For pupils with more challenging behaviour, the approach should be tailored to individual needs.</p> |         |
| Staffing and resources for the Breakfast and After-School Care club                             | Results of a randomised controlled trial published by the Education Endowment Foundation (EEF) showed that Breakfast clubs that offer pupils in primary schools a free and nutritious meal before school can boost their reading, writing and maths results by the equivalent of two months' progress over the course of a year.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 2, 4    |
| Payment of Breakfast and After-School care club spaces for parents/ carers of identified pupils |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 2, 3, 4 |

**Total budgeted cost: £ 199,474.00**

## 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 2022 – 2023 academic year.

A range of interventions took place across the academic year supporting pupils identified in pupil progress meetings.

Statutory assessment outcomes were as follows:

**Good Level of Development = expected in prime areas and Literacy and Mathematics**

| RPS 2023 | LA 2023 | National 2023 |
|----------|---------|---------------|
| 61.7%    | TBC     | TBC           |
| RPS 2022 | LA 2022 | National 2022 |
| 51.7%    | 56.6%   | 65.2%         |

### Phonics Screening

#### Year 1

| RESULT              | School       | Luton | National |
|---------------------|--------------|-------|----------|
| Year 1 – all pupils | 51/60<br>85% |       |          |
| Year 1 – PP pupils  | 12/16<br>75% |       |          |

#### Year 2

| RESULT                         | School       | Luton | National |
|--------------------------------|--------------|-------|----------|
| Resits                         | 11/15<br>73% |       |          |
| Cumulative for year group      | 57/60<br>95% |       |          |
| Cumulative for year group - PP | 15/17<br>88% |       |          |

## Key Stage 1 SATS

| READING                             | School - ALL |        | LA     | National |
|-------------------------------------|--------------|--------|--------|----------|
|                                     | Target       | Result | Result | Result   |
| Working at expected level and above | 62%          | 70%    |        |          |
| Working at greater depth            | 17%          | 25%    |        |          |
| READING                             | School - PP  |        | LA     | National |
|                                     | Target       | Result | Result | Result   |
| Working at expected level and above | 59%          | 65%    |        |          |
| Working at greater depth            | 0%           | 0%     |        |          |

| WRITING                             | School - ALL |        | LA     | National |
|-------------------------------------|--------------|--------|--------|----------|
|                                     | Target       | Result | Result | Result   |
| Working at expected level and above | 58%          | 67%    |        |          |
| Working at greater depth            | 17%          | 0%     |        |          |
| WRITING                             | School - PP  |        | LA     | National |
|                                     | Target       | Result | Result | Result   |
| Working at expected level and above | 47%          | 59%    |        |          |
| Working at greater depth            | 0%           | 0%     |        |          |

| MATHS                               | School - ALL |        | LA     | National |
|-------------------------------------|--------------|--------|--------|----------|
|                                     | Target       | Result | Result | Result   |
| Working at expected level and above | 60%          | 70%    |        |          |
| Working at greater depth            | 13%          | 5%     |        |          |
| MATHS                               | School - PP  |        | LA     | National |
|                                     | Target       | Result | Result | Result   |
| Working at expected level and above | 53%          | 53%    |        |          |
| Working at greater depth            | 0%           | 0%     |        |          |

## Key Stage 2 SATS

| READING                             | School - ALL |        | LA     | National |
|-------------------------------------|--------------|--------|--------|----------|
|                                     | Target       | Result | Result | Result   |
| Working at expected level and above | 73%          | 66%    | 71%    | 73%      |
| Working at greater depth            | 30%          | 24%    | 24%    |          |
| READING                             | School - PP  |        | LA     | National |
|                                     | Target       | Result | Result | Result   |
| Working at expected level and above | 60%          | 56%    |        |          |
| Working at greater depth            | 8%           | 20%    |        |          |
| WRITING - TA                        | School - ALL |        | LA     | National |
|                                     | Target       | Result | Result | Result   |
| Working at expected level and above | 60%          | 67%    | 67%    | 71%      |
| Working at greater depth            | 12%          | 2%     | 11%    |          |
| WRITING - TA                        | School - PP  |        | LA     | National |
|                                     | Target       | Result | Result | Result   |
| Working at expected level and above | 46%          | 56%    |        |          |
| Working at greater depth            | 4%           | 0%     |        |          |
| GPS                                 | School - ALL |        | LA     | National |
|                                     | Target       | Result | Result | Result   |
| Working at expected level and above | 65%          | 71%    | 75%    | 72%      |
| Working at greater depth            | 27%          | 43%    | 31%    |          |
| GPS                                 | School - PP  |        | LA     | National |
|                                     | Target       | Result | Result | Result   |
| Working at expected level and above | 50%          | 52%    |        |          |
| Working at greater depth            | 8%           | 20%    |        |          |

| MATHS                               | School - ALL |        | LA     | National |
|-------------------------------------|--------------|--------|--------|----------|
|                                     | Target       | Result | Result | Result   |
| Working at expected level and above | 63%          | 72%    | 75%    | 73%      |
| Working at greater depth            | 28%          | 36%    | 24%    |          |
| MATHS                               | School – PP  |        | LA     | National |
|                                     | Target       | Result | Result | Result   |
| Working at expected level and above | 50%          | 60%    |        |          |
| Working at greater depth            | 12%          | 20%    |        |          |

| RWM                                 | School - ALL |        | LA     | National |
|-------------------------------------|--------------|--------|--------|----------|
|                                     | Target       | Result | Result | Result   |
| Working at expected level and above | 55%          | 57%    | 56%    | 59%      |
| Working at greater depth            | 12%          | 2%     | 7%     |          |
| RWM                                 | School - PP  |        | LA     | National |
|                                     | Target       | Result | Result | Result   |
| Working at expected level and above | 35%          | 44%    |        |          |
| Working at greater depth            | 4%           | 0%     |        |          |

## Improving School Attendance

| Overall v. Pupil Premium v. non-PP Attendance |          |               |              |        |                | Total Absences |      | Total Attendances |       |
|-----------------------------------------------|----------|---------------|--------------|--------|----------------|----------------|------|-------------------|-------|
| PP                                            | Students | Max. Sessions | Auth. Number | Auth % | Unauth. Number | Actual Number  | %    | Actual Number     | %     |
| No                                            | 345      | 109731        | 3780         | 3.44   | 1478           | 5258           | 4.79 | 104473            | 95.21 |
| Yes                                           | 158      | 55044         | 2367         | 4.30   | 1309           | 3676           | 6.68 | 51368             | 93.32 |
| All                                           | 503      | 164775        | 6147         | 3.73   | 2787           | 8934           | 5.42 | 155841            | 94.58 |

## Improving Social and Emotional Learning in Primary Schools

A number of social skills groups and mentoring sessions took place over the academic year. These were reviewed regularly to monitor impact.

Over the course of the year, 64 pupils took part in social skills groups and 25 pupils received one-to-one mentoring sessions.

These sessions contributed to the fact that during the academic year of 2022 – 2023, there were no suspensions, no exclusions and all pupils attended all lessons across the year. We did not have to make any referrals to the behaviour provision of the East Area Partnership.

### 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       |
|----------------|----------------|
| Not applicable | Not applicable |
|                |                |