

PUPIL PREMIUM STRATEGY STATEMENT

SCHOOL OVERVIEW

Detail	
School name	Ramridge Primary School
Number of pupils in school	469
Proportion (%) of pupil premium eligible pupils	27.72% 130 pupils
Academic year that our current pupil premium strategy plan covers	2024 - 2025
Date this statement was published	November 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Ramridge Primary School Governing Body
Pupil premium lead	Kate Glenister Rachel Dearden
Governor	Matthew Hulbert

FUNDING OVERVIEW

Detail	Amount
Pupil premium funding allocation this academic year	£ 180,560.00
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	£ 180,560.00

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 challenges to educational achievement for disadvantaged pupils at Ramridge Primary School

- Children enter school from lower starting points. This could be due to:
 - Children and families 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.
 - Lasting impact of the pandemic, particularly with younger pupils in the school.
- 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.
- Lack of IT resources and equipment at home.
- Children at risk of low attendance and punctuality as a result of challenges highlighted.

CHALLENGE

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. Attendance data last year indicates that attendance among disadvantaged pupils was 1.09% below that for non-disadvantaged.

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.	• 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. • Analyse data in relation to attainment in Reading, Writing and Maths, both as individual subjects and combined RWM data.
Increased attendance and punctuality in disadvantaged pupils in line with those who are not disadvantaged and in line with national averages.	• Regular attendance meetings to identify pupils with attendance and/or punctuality issues • Meet with parents/ carers to identify any issues affecting attendance/ punctuality and set clear targets/ expectations. • Action Plans produced and monitored. • Monitor and analyse attendance data.

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: **£155,134.00**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff employed to support with interventions.	Education Endowment Foundation -tiered approach to Pupil Premium spending – Point 2 – Targeted academic support EEF – Guidance Report – Making best use of Teaching Assistants https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants 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) EEF – Guidance Report – Improving Literacy in Key Stage 1 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1 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.	1
Purchasing of catch-up materials to support Home Learning and linked to classroom learning	EEF – Teaching and Learning Toolkit – Homework https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework 'The average impact of homework is positive across both primary and secondary school.' '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: £ 25,412.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Partial cost - contribution towards employment of Head of Safeguarding and Inclusion– who oversees attendance in the school. Overseeing attendance and completing register inspections to help with early identification of potential attendance issues is now an in-school responsibility as a result of the EWO service changing within the LA.	DfE documentation – Working Together to Improve School Attendance https://www.gov.uk/government/publications/working-together-to-improve-school-attendance ‘All schools have a continuing responsibility to proactively manage and improve attendance across their school community. As set out in chapter 1, attendance is the essential foundation to positive outcomes for all pupils including their safeguarding and welfare and should therefore be seen as everyone’s responsibility in school. That starts with the senior attendance champion on the school’s leadership team, but includes all school staff. ‘	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.	EEF Guidance report - Improving Social and Emotional Learning in Primary Schools https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel ‘Use a range of strategies to teach key skills, both in dedicated time, and in everyday teaching. Self-awareness: expand children’s emotional vocabulary and support them to express emotions. Self-regulation: teach children to use self-calming strategies and positive self-talk to help deal with intense emotions. Social awareness: use stories to discuss others’ emotions and perspectives. Relationship skills: role play good communication and listening skills. Responsible decision-making: teach and practise problem solving strategies.’ ‘Establish school-wide norms, expectations and routines that support children’s social and emotional development.’	2
Staffing to support inclusion – target groups, social skills and mentoring sessions	EEF Guidance report - Improving Social and Emotional Learning in Primary Schools https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel ‘Use a range of strategies to teach key skills, both in dedicated time, and in everyday teaching. Self-awareness: expand children’s emotional vocabulary and support them to express emotions.	2, 4

	Self-regulation: teach children to use self-calming strategies and positive self-talk to help deal with intense emotions. Social awareness: use stories to discuss others' emotions and perspectives. Relationship skills: role play good communication and listening skills. Responsible decision-making: teach and practise problem solving strategies.' EEF Guidance Report – Improving Behaviour in Schools https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour Universal behaviour systems are unlikely to meet the needs of all your students. For pupils with more challenging behaviour, the approach should be tailored to individual needs.	
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: £180,546.00

PUPIL PREMIUM STRATEGY OUTCOMES

This details the impact that our pupil premium activity had on pupils in the 2023 - 2024 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 2024	LA 2024	National 2024
66%	62%	68%
RPS 2023	LA 2023	National 2023
61.7%	61.2%	67.2%

Phonics Screening

Year 1

TARGET	Dec 23	RESULT	School	Luton	National
Year 1 – all pupils	52/60 87%	Year 1 – all pupils	58/60 97%	77%	80%
Year 1 – PP pupils	10/14 71%	Year 1 – PP pupils	13/15 87%	71%	68%

Key Stage 2 SAT TEST results

July 2024

Results based on 58 pupils, targets based on 59 pupils

READING	School - ALL		LA	National
	Target	Result	Result	Result
Working at expected level and above	56%	71%		74%
Working at greater depth	10%	22%		
READING	School - PP		LA	National
	Target	Result	Result	Result
Working at expected level and above	39%	67%		
Working at greater depth	13%	24%		

WRITING - TA	School - ALL		LA	National
	Target	Result	Result	Result
Working at expected level and above	47%	57%		72%
Working at greater depth	0%	2%		
WRITING - TA	School - PP		LA	National
	Target	Result	Result	Result
Working at expected level and above	39%	52%		
Working at greater depth	0%	0%		

GPS	School - ALL		LA	National
	Target	Result	Result	Result
Working at expected level and above	54%	69%		72%
Working at greater depth	8%	42%		
GPS	School - PP		LA	National
	Target	Result	Result	Result
Working at expected level and above	39%	67%		
Working at greater depth	9%	24%		

MATHS	School - ALL		LA	National
	Target	Result	Result	Result
Working at expected level and above	56%	78%		73%
Working at greater depth	5%	29%		
MATHS	School - PP		LA	National
	Target	Result	Result	Result
Working at expected level and above	43%	76%		
Working at greater depth	0%	14%		

RWM	School - ALL		LA	National
	Target	Result	Result	Result
Working at expected level and above	46%	57%		61%
Working at greater depth	0%	3%		
RWM	School - PP		LA	National
	Target	Result	Result	Result
Working at expected level and above	39%	52%		
Working at greater depth	0%	0%		

Improving School Attendance

Overall v. Pupil Premium v. non-PP Attendance		Total Absences		Total Attendances		Previous academic year 2022 – 2023
PP	Students	Actual Number	%	Actual Number	%	%
No	333	130	2.45	5182	97.55	95.21
Yes	125	72	3.42	2035	96.58	93.32
All	458	202	2.72	7217	97.28	94.58

Attendance has increased from the previous academic year (2022 -2023)

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, 16 pupils took part in social skills groups and 24 pupils received one-to-one mentoring sessions.

These sessions contributed to the fact that during the academic year of 2023 - 2024, 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