

PUPIL PREMIUM STRATEGY STATEMENT

SCHOOL OVERVIEW

Detail	
School name	Ramridge Primary School
Number of pupils in school	460
Proportion (%) of pupil premium eligible pupils	30.87% 142 pupils
Academic year that our current pupil premium strategy plan covers	2025 - 2026
Date this statement was published	November 2025
Date on which it will be reviewed	November 2026
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	£ 193,920.00
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	£ 193,920.00

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.
- Families not accessing early years provisions due to costs or not understanding the positive impact good early years education can have for a pupil.
- 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.
5	Removing financial barriers to early years provision can help ensure that children attend nursery regularly to ensure pupils are as 'school ready' as possible.

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. - Ensure children are 'spotlighted' in pupil progress meetings to ensure that needs are identified and met.
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.
Increased number of pupils accessing early years provision in order to ensure children are as 'school ready' as possible and ensure that attendance levels are as high as statutory age pupils.	- The inclusion team to continue to identify and admit pupils who are able to access the school's Early Years provision (both N1 and N2 cohorts) - Identify those pupils that are in receipt of the Early Years Pupil Premium

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: **£161,068.00**

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

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

Budgeted cost: **£34,748.00**

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 cost of the Family Worker, and the partial cost of the new employment of a Family Worker Assistant - to support with attendance/ pupil admissions to Nursery etc./ running of groups in the Family Hub to make links.	EEF Guidance report Preparing for Literacy https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years Working with parents to support Children’s Learning https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents	5
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. 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.	2, 4
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: £195,816.00

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 2024 - 2025 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:



OVERVIEW OF STATUTORY RESULTS **2024 - 2025**

EARLY YEARS FOUNDATION STAGE

GOOD LEVEL OF DEVELOPMENT (EXPECTED IN PRIME AREAS AND LITERACY AND NUMERACY)

RPS 2025	LA 2025	National 2025
75%	64%	69%

PHONICS SCREENING

YEAR 1 PUPILS

	RPS	Luton	National
32+	88%	79%	80%

YEAR 2 PUPILS (CUMULATIVE)

	RPS	Luton	National
32+	97%	N/A	91%

MULTIPLICATION TABLES CHECK (MTC)

	RPS	Luton	National
25/25	35%	N/A	37%
Average score	20.6	21.9	21

KEY STAGE 2 DATA

RWM	School - ALL	LA	National
	Result	Result	Result
Working at expected level and above	56%	65%	62%
Working at greater depth	10%	7%	8%

READING	School - ALL	LA	National
	Result	Result	Result
Working at expected level and above	64%	76%	75%
Working at greater depth	27%	32%	33%

WRITING -TA	School - ALL	LA	National
	Result	Result	Result
Working at expected level and above	69%	72%	72%
Working at greater depth	14%	11%	13%

GPS	School - ALL	LA	National
	Result	Result	Result
Working at expected level and above	76%	76%	73%
Working at greater depth	25%		30%

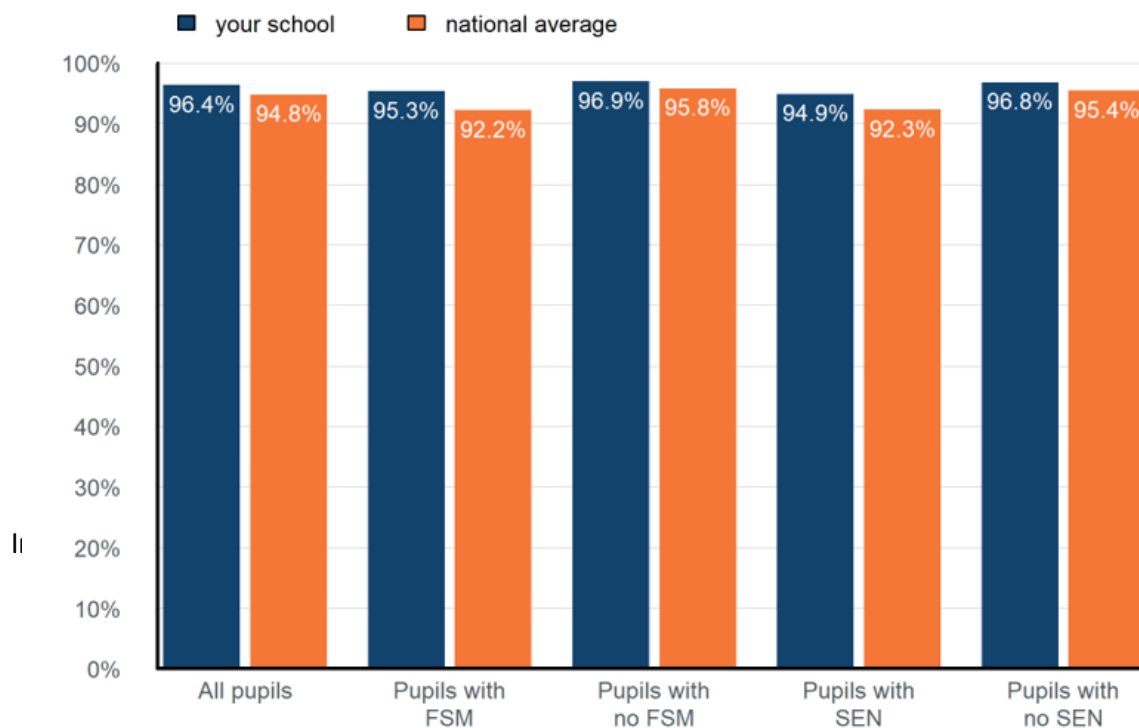
MATHS	School - ALL	LA	National
	Result	Result	Result
Working at expected level and above	80%	76%	74%
Working at greater depth	32%	28%	26%

AVERAGE SCALED SCORE			
	Result	Luton	National
READING	104.6	106	106
GPS	106	105	105
MATHS	106.8	104	105

PROGRESS MEASURE	
	Result
READING	N/A
WRITING	N/A
MATHS	N/A

Pupil group comparison

Figure 2: Bar chart showing the attendance percentage for pupils with and without free school meals (FSM) and special educational needs (SEN) compared to the national averages. Results are for pupils in years 1 to 6 from the start of the academic year 2024 to 2025, up to Wednesday 13 August 2025.



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, 17 pupils took part in social skills groups and 26 pupils received one-to-one mentoring sessions.

These sessions contributed to the fact that during the academic year of 2024 - 2025, there were no suspensions, no exclusions and all pupils attended all lessons across the year. We did not have to make any referrals for additional outreach support.

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