



Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery 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 2024-2025

Detail	Data
Number of pupils in school – F2 – Yr 6	209
Proportion (%) of pupil premium eligible pupils	11.96%
Pupil premium allocation this academic year	£37,000
Academic year/years that our current pupil premium strategy plan covers	2024-2025, 2025-2026, 2026-2027
Date this statement was published	
Date on which it will be reviewed	01 August 2025
Statement authorised by	Christopher Wilson (Headteacher)
Pupil premium lead	Christopher Wilson
Governor lead	Dan Cluderay (Chair)

Funding overview 2023-24

Detail	Amount
Pupil premium funding allocation this academic year	£37,000
Recovery premium funding allocation this academic year	£979
Pupil premium and recovery funding carried forward from previous years	£0
Total Budget for this academic year	£37,979

Challenges to Learning

Challenge number	Detail of challenge
1	Income deprivation and child poverty significantly worse than England's average
2	Out of school guidance and support for learning and limited experiences outside of the immediate community
3	Children beginning school life with the education gap already in place
4	The percentage of people with 'very bad health' is significantly worse than England's

	average
5	Frequent behaviour difficulties within a core group of children

Statement of Intent

Here at Ramsden, we have always worked with the intention of reducing the impact of the barriers to learning that our pupil premium children have to bear. Since 2015 we have worked on what we call the **Perspectives of Poverty** in order that we may understand and overcome the challenges that many of our children face. Of course, the pandemic and the school closures that resulted from it was completely unforeseen, however, we believe that many of the challenges that arose from those closures can still be addressed through the '5Ps.'

We believe that by far the most important aspect of this task starts with the parents and this is a task that was developed during lockdown. Very quickly we developed our online learning platform (Seesaw) that engaged with the parents who could contact teachers at any time. This enabled us to develop a very positive relationship with parents and we believe that this positive relationship is key to the success of future strategies.

We have developed our 'Beehive' that will not only help children in relation to their own mental health but will also create a space where parents can also express their concerns as well. However, it is also a place where we can develop further parents' positive relationship with school. Additionally, we intend to teach parents how to develop their own skills in reading with children, both after school as well as at bedtime. We also aim to develop parents' knowledge of how children learn to read so that they can help children in the same way that school will be teaching the children.

The development of the 'Burrow' has now enabled us to expand both our ELSA support to both children and families. We now have regular visits from parents with new born children for our 'stay, play and weigh' sessions. This enables us to have an influence on children lives from the very start in order to try and reduce the chances of that education gap from starting or at least reduce its depth before starting school.

The addition of the goats, the pods and other such things do not in themselves increase the reading or maths scores of the children, but the messages that we receive from parents and children about their happiness to coming to school certainly will.

Interventions, Implementation and Monitoring

Actions that will be taken	Person/people responsible	Costs	Gauging success
<p>The beehive will be used as a learning platform for both children and parents so that mental health issues relating to all issues can be addressed.</p> <p>School will also seek to develop relationships with parents in order</p>	<p>A qualified Emotional Literacy Support Assistant (LG) will be in the Beehive for 3.5 days per week. She will work alongside the HT in developing a wider use for the Beehive in relation to both children and parents</p>	<p>£1,400 contribution from PP funding – additional cost covered by school fund budget and school revenue budget</p>	<p>The children will have intervention time recorded for their files as a record. Parents use will also be recorded to calculate engagement. We will also seek to develop the Beehive towards areas of health related aspects of helping children and parents</p>

for education to be a true partnership between home and school			
We are continuing with the Nuffield Early Language Intervention into Y1 owing to time lost during lockdown	CS,SK	This is a free intervention project through the EEF	We will see children develop communication skills which will be demonstrated by their positive interactions with each other
All pupil premium children will receive a 50% discount for all things such as Breakfast Clubs, After School Clubs and residential school trips.	CG, CW	£1100 contribution from PP funding	Pupils will enjoy the same opportunities to develop self-esteem through wider curricular activities
School will ensure that children do not miss out on activities that would enhance their out of school experiences, such as membership of Girl Guides, scouts etc through a lack of funding. School will work alongside these organisations to ensure participation for PP pupils	CG, CW	£500	PP children are not hindered in their pursuit of 'Branching Out' and their opportunities to develop cultural capital as well as their wider experiences are developed
White Rose Maths scheme have produced videos to support catch up for 1:1 teaching and small groups	KR alongside all staff with CW monitoring	£139 per annum – cost covered by school revenue budget	Pupils will catch up on the missed curriculum to ensure knowledge and skills can be built upon in the correct sequence
Wider Strategies for current academic year KS2 classes teaching ratio has been	Work alongside KS2	£34,979	Pupil progress meetings

increased, instead of using Teaching Assistants we have employed an additional three Teachers instead of three Teaching Assistants to help us focus on specific groups.	Teacher with CW monitoring overall	contribution from PP funding – additional cost covered by school revenue budget	will show the impact of interventions for these children.
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