



## Pupil premium and Covid Catch-up strategy statement

### School overview 2021-2022

Detail	Data
School name	Ramsden Primary School
Pupils in school	202
Proportion of disadvantaged pupils %	9.9%
Pupil premium allocation this academic year	£26,900
Academic year or years covered by statement	2021-2022, 2022-2023, 2023-2024
Publish date	01 September 2021
Review date	01 August 2022
Statement authorised by	Christopher Wilson (Headteacher)
Pupil premium lead	Christopher Wilson
Governor lead	John Unwin (Chair)

### Challenges to Learning

Challenge number	Detail of challenge
1	Poor parental engagement in Reading narrowing the attainment gap across Reading, Writing and Maths
2	Out of school guidance and support for learning and limited experiences outside of the immediate community
3	Income deprivation and child poverty significantly worse than England's average
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' phonic knowledge so that they can help children in the same way that school will be teaching the children.

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.

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£26,900
Recovery premium funding allocation this academic year	£2,900
Pupil premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£29,800</b>

### 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 for education to be a true partnership between home and school</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>£4,000 contribution from PP funding – additional cost covered by 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>

<p>We are continuing with the Nuffield Early Language Intervention into Y1 owing to time lost during lockdown</p>	<p>CT, KH</p>	<p>This is a free intervention project through the EEF</p>	<p>We will see children develop communication skills which will be demonstrated by their positive interactions with each other</p>
<p>All pupil premium children will receive a 50% discount for all things such as Breakfast Clubs, After School Clubs and residential school trips.</p>	<p>CG, CW</p>	<p>£1100 contribution from PP funding</p>	<p>Pupils will enjoy the same opportunities to develop self-esteem through wider curricular activities</p>
<p>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</p>	<p>CG, SG, CW</p>	<p>£500</p>	<p>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</p>
<p>Tailored Precision Teaching will be used to give children regular practice and aid the retention of new skills. This will be done through repetitive but engaging skills</p>	<p>CS, CM, SK, KH, KP, EN, MS, MW &amp; WT Monitored through CW</p>	<p>1:1 support costing an average of £15 per hour – costs covered by school revenue budget</p>	
<p><b>Targeted academic support for current academic year</b> - We have an extra Teaching Assistant in Y1 to help the children who suffered with the emotional aspects of lockdown through a lack of a programmed transition into school</p>	<p>CT, KH Monitored through CW</p>	<p>£5,000 contribution from PP funding – additional cost covered by school revenue budget</p>	<p>Children will be able to remain calm during situations where they may not feel things have gone their way or where other children have been more successful in games</p>

<p>White Rose Maths scheme have produced videos to support catch up for 1:1 teaching and small groups</p>	<p>KR alongside all staff with CW monitoring</p>	<p>£139 per annum</p>	<p>Pupils will catch up on the missed curriculum to ensure knowledge and skills can be built upon in the correct sequence</p>
<p><b>Wider Strategies for current academic year</b></p> <p>A dedicated tutor will be employed 3 days per week with an initial focus on year groups 1-5 with tailored support</p>	<p>Dedicated Tutor will work closely with each class teacher to establish gaps in learning for each child.</p> <p>Monitored by each teacher and CW</p>	<p>£14,000</p>	<p>Pupil progress meetings will show the impact of interventions for these children.</p> <p>Intervention sheets will record all learning that has occurred through these intervention activities</p>
<p>An extra teacher will be employed for the Year 6 class. This teacher will work alongside the class teacher to focus on specific leaning needs of individuals or small groups and therefore target learning</p>	<p>Work alongside Y6 Teacher (Deputy HT) with CW monitoring overall</p>	<p>£5,061 contribution from PP funding – additional cost covered by school revenue budget</p>	<p>Pupil progress meetings will show the impact of interventions for these children.</p>