

## Ramsbury Primary School Pupil Premium Strategy Statement Dec 22

This statement details our school's use of pupil 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 effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	Ramsbury Primary School
Number of pupils in school	196
Proportion (%) of pupil premium eligible pupils	8%
Academic years that our current pupil premium strategy plan covers	2022/2023
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Joanna Price, Head Teacher
Pupil premium lead	Joanna Price, Head Teacher
Governor lead	Laura Collis

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£16,900
Recovery premium funding allocation this academic year	£2000
School Led Tutoring allocation	£1296
Pupil premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£20,331</b>

## Part A: Pupil premium strategy plan

### Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas.

High-quality teaching is at the heart of our pupil premium strategy, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, for pupils whose education has been worst affected by the pandemic, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust assessment. The approaches we have adopted complement each other to help pupils thrive. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in their learning
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and maintain high expectations of what they can achieve

### Challenges

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

Challenge	Detail of challenge
1	Our observations and discussions with pupils and families have identified social and emotional issues for many pupils due to the negative effect of Covid restrictions at key points in their lives.
2	Assessments of pupils suggest some disadvantaged pupils have difficulties learning in maths and English.

### 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
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To achieve and sustain improved wellbeing for our disadvantaged pupils, and improved home school/school communication.	Sustained high levels of wellbeing demonstrated by qualitative data from pupil voice, parent surveys and teacher observations.
Improved levels of progress in children in Years 2, 3 and 4.	Year 2 Phonics (re-take), KS1 SATs data, and in-house data for Years 3 and 4 show good progress, with more children meeting expected standards.

### 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

Budgeted cost: **£18,672.20**

Activity	Evidence that supports this approach	Challenge addressed
High quality teaching, assessment and a curriculum which responds to the needs of pupils.	The best available evidence indicates that great teaching is the most important lever schools have to improve outcomes for their pupils.  <a href="#">1. High-quality teaching   EEF (educationendowmentfoundation.org.uk)</a>	1 and 2
Professional development on evidence-based approaches.	High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom.  <a href="#">Effective Professional Development   EEF (educationendowmentfoundation.org.uk)</a>	1 and 2

### Targeted academic support

Budgeted cost: **£1620**

Activity	Evidence that supports this approach	Challenge number addressed
Provide school-led tutoring for pupils whose education has been most impacted by the pandemic.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:	2

All pupils in Years 4-6 who receive tutoring will be disadvantaged, including those who are high attainers.	<a href="https://www.educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a>	
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### Wider strategies

Budgeted cost: **£3808**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pupil Premium TA will work with children supporting their social, emotional and behavioral needs as well as their learning needs on a weekly basis.</p> <p>Pupil Premium TA will communicate and support parents regularly.</p>	<p>The average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment:</p> <p><a href="https://www.educationendowmentfoundation.org.uk">Parental engagement   EEF (educationendowmentfoundation.org.uk)</a></p>	1 and 2

**Total budgeted cost: £20,331**

### 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 2021 to 2022 academic year.

<p>Strategies which had most impact were:</p> <ol style="list-style-type: none"> <li>1. Additional Phonics intervention YR-3. Children learning to read were assessed on a regular basis and those needing additional intervention (on top of daily class teacher intervention), were given individual and small group intervention, based on individual needs. This took place for the whole academic year. 94% of children passed the PSC in Year 1. 100% of PP children passed the PSC.</li> <li>2. ELSA support for every child in need. We had two ELSAs supporting the children across the school and due to the increased emotional and social needs of the children (as life resumed to normal after the pandemic), we subsequently trained a third ELSA, giving the opportunity for as many children as possible to access the support of an ELSA on either a regular basis or a short-term basis. Attendance for 2021-22 was above national.</li> </ol>
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