

## Pupil Premium Strategy Statement – Ramsden Hall Academy

### 2025-2026 Pupil Premium Report

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 outcomes for disadvantaged pupils last academic year.

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#### School Overview

Detail	Data
Number of pupils in school	112
Proportion (%) of pupil premium eligible pupils	68%
Academic year/years that our current pupil premium strategy plan covers	2025-2026
Date this statement was published	1st September 2025 (Reviewed and Updated 1 <sup>st</sup> June 2026)
Date on which it will be reviewed	December 2026
Statement authorised by	Antony Clements
Pupil premium lead	Tony Lane
Governor / Trustee lead	Rosemary Lovatt

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#### Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£74,225.00

<b>Detail</b>	<b>Amount</b>
Pupil premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£74,225.00</b>

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## **Part A: Pupil Premium Strategy Plan**

### **Statement of Intent**

Pupil Premium pupils comprise 68% of the cohort, and we recognise that all our pupils have experienced some form of disadvantage throughout their lives. We acknowledge the levels of trauma and rejection they have experienced and are committed to counteracting this through providing all of them with positive experiences to support their academic attainment, social and emotional skills, and mental health.

At the heart of our approach is high-quality teaching, developing a robust assessment of need, and supporting pupils in accessing a broad and balanced, knowledge-based curriculum which responds to individual requirements. Pupil\_Premium\_2025-2026 v2

### **Our Three-Tiered Approach**

Our approach encompasses three key tiers:

1. High-quality teaching as the foundation
2. Targeted academic support including interventions to meet specific needs
3. Wider strategies to support pupils' social, emotional and behavioural needs, attendance, and access to enrichment activities Pupil\_Premium\_2025-2026 v2

### **Universal Provision**

Universal provision includes:

- Free breakfast, break-time snack, and lunch for all pupils
- Boarders receive additional tea-time snacks
- School uniform provided where families are unable to purchase
- Fully funded extracurricular activities including sports, outdoor activities, arts, culture, and trips
- High-quality work experience, careers guidance, and further/higher education guidance

Our whole school ethos is driven by the needs and strengths of each young person, based on formal and informal assessments, not assumptions or labels.

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## Challenges

This section identifies the key barriers to learning faced by our disadvantaged pupils:

<b>Challenge Number</b>	<b>Details of the Challenge</b>
<b>1</b>	<p><b>Gaps in knowledge and skills across the curriculum, particularly in English and maths</b></p> <p>Our assessments reveal that disadvantaged pupils have gaps in foundational knowledge, which affects their progress. Many lack the emotional resilience and self-regulation skills to engage fully with challenging tasks. Significant disruption to primary education has impacted their readiness for secondary education.</p>
<b>2</b>	<p><b>Limited social independence and life skills</b></p> <p>Many disadvantaged pupils have not developed age-appropriate social independence and life skills. They have significant difficulties with emotional regulation and require substantial adult support. This affects their ability to engage with learning, build positive relationships, and prepare for adulthood.</p>
<b>3</b>	<p><b>Communication and language difficulties</b></p> <p>A significant proportion of disadvantaged pupils have speech, language and communication needs (SLCN) below age-related expectations. This includes non-verbal pupils and those with limited expressive/receptive language skills, affecting curriculum access and ability to express needs effectively.</p>
<b>4</b>	<p><b>Limited cultural capital</b></p> <p>Many disadvantaged pupils have significantly fewer opportunities to develop cultural capital outside of school. Limited experiences</p>

Challenge Number	Details of the Challenge
	beyond their immediate community restrict their understanding of the world, limit aspirations, and create barriers to accessing certain aspects of the curriculum.

### Intended Outcomes

This section sets out what we want to achieve for our disadvantaged pupils and how we will measure success:

Intended Outcome	Success Criteria
<b>Improved attainment in all subjects, notably maths and English</b>	<ul style="list-style-type: none"> <li>- Disadvantaged pupils make measurable progress from baseline assessments</li> <li>- Gap between disadvantaged and non-disadvantaged pupils narrows by at least 10%</li> <li>- At least 70% meet individual progress targets</li> <li>- Improved foundational knowledge enabling access to age-appropriate content</li> </ul>
<b>Improved social independence and self-regulation</b>	<ul style="list-style-type: none"> <li>- THRIVE Assessment progress - pupils move up incrementally through tutor group assessments and individual assessments based on need</li> <li>- 25% reduction in 'interrupted' developmental areas</li> <li>- Increased ability to identify and communicate emotions</li> <li>- Independent use of self-regulation strategies</li> <li>- Progress towards EHCP outcomes</li> <li>- Improved attendance and reduced behavioural incidents</li> </ul>
<b>Improved comprehension and communication systems</b>	<ul style="list-style-type: none"> <li>- Increased independence using communication systems across contexts</li> <li>- Expanded expressive vocabulary/symbol repertoire</li> </ul>

<b>Intended Outcome</b>	<b>Success Criteria</b>
	<ul style="list-style-type: none"> <li>- Progress from single words to complex messages</li> <li>- Improved comprehension following multi-step instructions</li> <li>- Progress towards EHCP communication outcomes</li> <li>- Increased participation in learning activities</li> </ul>
<b>Greater confidence and independence for community engagement</b>	<ul style="list-style-type: none"> <li>- Increased confidence in practical life skills (transport, money management, community access)</li> <li>- Improved social skills with unfamiliar adults/peers</li> <li>- Achievement of preparing for adulthood EHCP targets</li> <li>- Participation in enrichment activities</li> <li>- Improved self-advocacy skills</li> </ul>
<b>Better preparation for career progression and higher education</b>	<ul style="list-style-type: none"> <li>- Increased awareness of career pathways and post-16 options</li> <li>- Clear understanding of skills/qualifications needed</li> <li>- Ability to articulate career aspirations</li> <li>- Positive work experience feedback</li> <li>- Engagement with careers activities</li> <li>- Successful post-16 destination outcomes Pu</li> </ul>

**Activity in This Academic Year**

**Tier 1: Teaching (CPD, Recruitment and Retention)**

**Budgeted cost: £17,500**

Activity	Evidence Base and Rationale	Challenge Addressed
<p><b>RWI and Fresh Start training for all staff</b></p> <ul style="list-style-type: none"> <li>- Comprehensive training on systematic synthetic phonics</li> <li>- Specialist training for staff supporting pupils with SLCN</li> <li>- Regular termly review sessions</li> <li>- Learning walks and observations</li> <li>- Progress tracking through regular assessment</li> </ul> <p><b>Update:</b> December 2025: AH RWI lead having to leave school  January 2026: 7 new staff trained in RWI/Fresh Start  January-June 2026: New lead of RWI connected with RWI link</p>	<p>EEF shows phonics has +5 months' additional progress impact, particularly for disadvantaged and struggling readers. High-quality professional development crucial for implementation fidelity. Combined phonics and speech/language strategies essential for pupils with SLCN. Pupil_Premium_2025-2026 v2</p>	<p>1, 3</p>

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**Tier 2: Targeted Academic Support**

**Budgeted cost: £37,100.00**

Activity	Evidence Base and Rationale	Challenge Addressed
<p><b>1:1 LSA English and maths tuition (weekly)</b></p> <ul style="list-style-type: none"> <li>- Allocated by pupil premium eligibility and identified need</li> <li>- Delivered by trained LSAs</li> <li>- Evidence-based programmes aligned with classroom teaching</li> <li>- Focus on consolidating core skills and closing gaps</li> <li>- Detailed progress records with half-termly reviews Pupil_Premium_2025-2026 v2</li> </ul>	<p>EEF evidence shows small group/1:1 tuition has +4 months' additional progress when delivered by trained staff using structured programmes. Ensures disadvantaged pupils receive targeted support to keep up with peers.</p> <p>Education Endowment Foundation evidence shows 1:1 tuition can add +5 months progress, providing intensive, personalised instruction with immediate feedback matched to individual needs. Pupil_Premium_2025-2026 v2</p> <p><b>How this works:</b></p> <ul style="list-style-type: none"> <li>- <b>Challenge:</b> Disadvantaged pupils at Ramsden Hall Academy have learning gaps preventing them from achieving age-related expectations, evidenced through assessment data, internal tracking, and teacher assessments</li> <li>- <b>Target Pupils:</b> Pupil premium-eligible pupils identified through assessment data, prioritising those furthest from age-related expectations</li> <li>- <b>Intended Outcomes:</b> <ul style="list-style-type: none"> <li>- Short-term: Measurable progress in targeted skills, increased confidence and engagement</li> <li>- Medium-term: Accelerated</li> </ul> </li> </ul>	<p>1</p>

Activity	Evidence Base and Rationale	Challenge Addressed
	<p>progress, improved summative assessments, narrowing attainment gaps</p> <ul style="list-style-type: none"> <li>- Long-term: Sustained progress, reduced intervention dependency</li> <li>- <b>Monitoring:</b> Pre-intervention baseline assessments, regular tutor-teacher communication, and progress tracking using pupil premium progress trackers recording interventions, costs, assessment results and progress data</li> </ul>	
<p><b>1:1 counselling for pupils with need</b></p> <ul style="list-style-type: none"> <li>- Delivered by qualified counsellor/mental health professional</li> <li>- Evidence-based therapeutic approaches</li> <li>- Focus on self-regulation, emotional literacy, positive relationships</li> <li>- Collaborative approach with teachers, parents, external agencies</li> <li>- Half-termly review meetings and progress tracking Pupil_Premium_2025-2026 v2</li> </ul>	<p>DfE pupil premium 'menu of approaches' supports social, emotional and behavioural needs. EEF shows social and emotional learning interventions have positive impact on wellbeing and academic outcomes.</p> <p>This aligns with DfE guidance recognising that counselling develops "confidence, resilience and motivation" which "support academic attainment".</p> <p><b>How this works:</b></p> <ul style="list-style-type: none"> <li>- <b>Challenge:</b> Disadvantaged pupils at Ramsden Hall Academy experience social, emotional and behavioural difficulties that create barriers to learning, evidenced through wellbeing assessments,</li> </ul>	2

Activity	Evidence Base and Rationale	Challenge Addressed
	<p>teacher observations, attendance patterns and pastoral referrals</p> <ul style="list-style-type: none"> <li>- <b>Target Group:</b> Pupil premium pupils where emotional/mental health needs impact educational progress, identified through referral processes and wellbeing assessments</li> <li>- <b>Intended Outcomes:</b> <ul style="list-style-type: none"> <li>- Short-term: Improved emotional regulation, increased classroom engagement, reduced behavioural incidents</li> <li>- Medium-term: Better attendance, increased participation, positive stakeholder feedback</li> <li>- Long-term: Enhanced academic progress, resilience and successful transitions</li> </ul> </li> <li>- <b>Monitoring:</b> Termly provider reviews, tracking of attendance/behaviour/engagement data, pupil voice feedback, and staff observations. Clear safeguarding protocols ensure information sharing between counsellor and designated safeguarding lead</li> </ul>	

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**Tier 3: Wider Strategies**

**Budgeted cost: £17,500.00**

Activity	Evidence Base and Rationale	Challenge Addressed
<p><b>Enhanced sensory regulation equipment and staff training</b></p> <ul style="list-style-type: none"> <li>- Range of evidence-based sensory equipment</li> <li>- Designated sensory spaces/calm corners</li> <li>- Equipment based on individual sensory profiles</li> <li>- Comprehensive staff training on sensory processing</li> <li>- Monitoring through behaviour logs and engagement data</li> </ul> <p><b>Update:</b> January: To include not just sensory equipment and training but also gymnasium equipment and animal care equipment and animals. May 2026: Gymnasium equipment and animal care equipment and animals in.</p>	<p>DfE pupil premium 'menu of approaches' supports social, emotional and behavioural needs. Addressing sensory processing needs significantly improves pupils' ability to self-regulate and engage with learning.</p>	<p>2</p>
<p><b>Trips and external activities for cultural capital</b></p> <ul style="list-style-type: none"> <li>- Fully/partially subsidised costs for pupil premium pupils</li> <li>- Activities linked to curriculum and pupil interests</li> </ul>	<p>DfE pupil premium 'menu of approaches' supports curriculum enrichment activities. Ofsted expects schools to develop pupils' cultural capital and prepare them for life in modern Britain. Levels the playing field for disadvantaged pupils.</p>	<p>4</p>

Activity	Evidence Base and Rationale	Challenge Addressed
<p>- Diverse range of experiences (museums, theatres, universities, workplaces)</p> <p>- Focus on developing teamwork, communication, resilience</p> <p>- Tracked participation and impact monitoring</p> <p><b>Trips included:</b> Nurture trips, reward trips, enrichment trips, positive behaviour trips, attendance trips.</p>		

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**Total budgeted cost: £72,100.00**

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## **Part B: Review of the Previous Academic Year**

### **Outcomes for Disadvantaged Pupils**

#### **Overall Achievement**

The results from our Key Stage 4 cohort have been the highest since before COVID-19, demonstrating the significant impact of our targeted pupil premium strategy. Pupil\_Premium\_2025-2026 v2

#### **Impact of Targeted Interventions**

##### **1:1 and Small Group Interventions in the Gym**

- 100% of targeted Year 11 pupils remained in school until end of year
- All pupils achieved at least one qualification
- Successful integration model for younger pupils
- Now embedded as a core provision Pupil\_Premium\_2025-2026 v2

##### **1:1 LSA English and Maths Tuition**

- 95% of targeted pupils achieved functional skills qualification
- Pupils progressed to Level 1 and Level 2 qualifications
- Successfully closed gaps in foundational knowledge
- Model proven effective and continuing Pupil\_Premium\_2025-2026 v2

### **Targeted Reward Programmes and Behaviour Interventions**

- School attendance improved against national/local declining trends
- Positive behaviour culture established
- Reward programmes effectively motivated attendance and engagement
- Continuing as part of social/emotional skills development Pupil\_Premium\_2025-2026 v2

### **1:1 Counselling for R2L Pupils**

- Measurable reduction in negative behaviour incidents
- Increased engagement in learning
- Significant reduction in restrictive physical interventions
- Reduction in suspensions
- Improved self-regulation strategies and positive relationships Pupil\_Premium\_2025-2026 v2

### **Externally Provided Programmes**

<b>Programme</b>	<b>Provider</b>
None	

### **Service Pupil Premium Funding**

**| How our service pupil premium allocation was spent last academic year | | None**

For next year:

<p><b>Maths and English leads engage with local research school and subject hubs</b></p> <ul style="list-style-type: none"> <li>- Partnership with research school and subject hubs</li> <li>- Evidence-informed training and resources</li> <li>- Hub-led professional development programmes</li> <li>- Implementation of evidence-based teaching strategies</li> <li>- Termly CPD cascade sessions</li> <li>- Regular monitoring and evaluation</li> </ul>	<p>EEF identifies high-quality teaching as most important lever for disadvantaged pupils. Subject-specific sustained CPD has significantly greater impact than one-off training.</p> <p>Maths/English Hubs provide evidence-informed professional development with proven positive impacts on teaching quality and pupil attainment.</p>	<p>1</p>
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