

Pupil premium strategy statement – Ramsden Hall Academy

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

Detail	Data
Number of pupils in school	96 (funding currently worked out for 92)
Proportion (%) of pupil premium eligible pupils	71.73%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2024
Date this statement was published	October 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Mr A Clements, Head Teacher
Pupil premium lead	
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£69570
Pupil premium (and recovery premium) funding carried forward from previous years	£0
Total budget for this academic year	£69570

Part A: Pupil premium strategy plan

Statement of intent

Pupil Premium pupils consist of 70% of the cohort, but all our pupils have experienced some disadvantage throughout their lives, even if they are not identified as such. We recognise the levels of trauma and rejection they have experienced and so do our utmost to counteract that 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 focussed on areas that disadvantaged pupils require it most, targeted support based on assessment of need, and helping pupils to access a broad and balanced curriculum that meets their needs.

Although our strategy is focused on the needs of disadvantaged pupils, it will benefit all pupils in our school where funding is spent on whole school approaches, such as high-quality teaching.

All pupils can access free breakfast, break time snack, and lunch, with the boarders receiving tea also. All pupils will be provided with uniform if their parents and carers are unable to buy it for them. All pupils have access to educational and reward trips to develop cultural capital and social experience that are funded entirely by the school.

We will also provide disadvantaged pupils with support to develop independent life and social skills and continue to ensure that high quality work experience, careers guidance and further and higher education guidance is available to all.

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.

This helps us to ensure that we offer them the relevant skills and experience they require to be prepared to take their place in the World.

Challenges

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

Challenge number	Detail of challenge
1	Our assessments show that disadvantaged pupils generally make less progress from their starting points, and have significant gaps in their experience of primary education. This trend is most recognisable in English and maths. Observations show that many lack of the emotional resilience necessary to stay in lessons and attempt activities, especially in English and Maths
2	Observations and discussions with pupils and families show that social Independence skills are not developed at age-related expectations; many disadvantaged students are not able to self-regulate and are reliant on staff for co-regulation

3	Our assessments, observations and discussions with pupils show that disadvantaged pupils generally have greater challenges around communicating and expressing their needs than their peers, including non-verbal, limited language and social interaction difficulties.
4	Through observations and conversations with pupils and their families, we find that disadvantaged pupils generally have fewer opportunities to develop cultural capital outside of school.
5	Our assessments, observations and discussions with pupils and families demonstrate that the education, wellbeing and wider aspects of development of many of our disadvantaged pupils have been affected by the impact of the partial school closures during the COVID-19 pandemic, and to a greater extent than for other pupils. These findings are backed up by several national studies.

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
Improved attainment for disadvantaged pupils in all subjects, notably maths and English, relative to their starting points as identified through baseline assessments.	Through achievement of improved performance, as demonstrated by our end of year assessments at the end of our strategy in 2024/25. An increase in the number of disadvantaged pupils entered for GCSE subjects, particularly English and maths.
Improved social independence and development of self-regulation strategies according to EHCP needs	ARs show increased individual progress for social independence outcomes for 90% of pupils compared to the previous year
Pupils can use a range of comprehension and communication systems to aid their understanding and to develop expressive communication skills	Reduction in negative incidents for identified pupils in school, plus discussions with families
Disadvantaged pupils have greater confidence and independence to help them engage more with the wider community and prepare for adulthood.	Observations and discussions with pupils and their families show increased confidence and engagement in the community.

Disadvantaged pupils feel better prepared for career progression and / or HE opportunities through mentoring, work experience and opportunity.	All disadvantaged pupils are able to access high quality work experience and careers mentoring. By the end of 2024/25, disadvantaged pupils are progressing to further education or employment at the end of KS4 in the same numbers as their peers.
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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: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
The maths and English leads will engage with our local research school and maths and English hubs to develop the quality of maths teaching through CPD.	There is strong evidence that teachers' pedagogical and content knowledge within specific subjects has a significant impact on pupil out-comes: https://www.suttontrust.com/wp-content/uploads/2014/10/What-Makes-Great-Teaching-REPORT.pdf	1
Staff training in core elements of BSL and Makaton for all, plus focussed training for lead practitioners involved with identified pupils with SLCN	The Communication Trust worked with the Better Communication Research Programme to develop the What Works database of evidenced interventions to support children's speech, language and communication. https://ican.org.uk/i-cans-talking-point/professionals/tct-resources/what-works-database/	3

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £37080

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 LSA English and Maths tuition 2x per week allocated according to PPG and identified needs	<p>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:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>And in small groups:</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/</p>	1
1:1 Counselling for R2L children who are identified as needing support to self-regulate and relate to peers and adults	Evidence from the EEF's Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year	3

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

Budgeted cost: £17500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enhancing the sensory regulation equipment available for PP learners with enhanced sensory needs, including	We have observed that sensory equipment and resources such as mattresses, lap pads, tunnels, weighted jackets and additional proprioceptor equipment can be effective at providing support for our pupils with sensory needs	2

autism. We will also fund staff training.		
Trips and external activities focused on pupil interests to develop cultural capital alongside Social and emotional skills and confidence	Observations and discussions with families and pupils show that activities such as arts participation and outdoor adventure activities increase engagement, development relationships and extend social and emotional skills beyond the school environment.	4 and 5

Total budgeted cost: £69570

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Staffing and resourcing 1:1 and small group interventions in the Gym resulted in maintained engagement for a small group of Y11 students who were able to stay in school until the end of the year and achieve qualifications. It also supported the integration of younger students and will be maintained in the academic year 2023-24 as part of the schools main funding.

1:1 LSA English and Maths tuition 2x per week allocated according to PPG and identified needs resulted in increased functional skills achievement at level 1 and 2, with 100% of targeted pupils achieving a qualification.

Targeted reward programmes and behaviour interventions to develop a whole school positive ethos, including for attendance, resulted in improved attendance, despite national and local trends showing decreased attendance due to the pandemic. These will be continued as part of the support to develop social and emotional skills and cultural capital.

1:1 Counselling for R2L children who are identified as needing support to self-regulate and relate to peers and adults has resulted in reduced negatives for R2L pupils, increased engagement and reductions in both RPIs and suspensions. This will be continued in 2023-24.

Externally provided programmes

Programme	Provider
NA	

Service pupil premium funding (optional)

How our service pupil premium allocation was spent last academic year
The impact of that spending on service pupil premium eligible pupils

Further information (optional)