

# Pupil premium strategy statement

Before completing this template, you should read the using pupil premium guide and the appropriate example statement available [on the pupil premium page](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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	Ramsden Hall Academy
Number of pupils in school	101
Proportion (%) of pupil premium eligible pupils	70%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-2023
Date this statement was published	5.9.22
Date on which it will be reviewed	21.7.23
Statement authorised by	Emma Baker HT
Pupil premium lead	Emma Baker
Governor / Trustee lead	Melanie Hall

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 72,080
Recovery premium funding allocation this academic year	£
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 72,080

## 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	Observations and discussions with pupils and families show that disadvantaged pupils generally have greater challenges around language comprehension, and in communicating and expressing their needs than their peers, including 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	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 impacted by the pandemic 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.	<p>All disadvantaged pupils are able to access high quality work experience and careers mentoring.</p> <p>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.</p>
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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 outcomes: <a href="https://www.suttontrust.com/reports/what-makes-great-teaching-report/">What-Makes-Great-Teaching-REPORT.pdf (suttontrust.com)</a>	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. <a href="https://www.ican.org.uk/what-works-database/">What works database (ican.org.uk)</a>  This has been endorsed by the Royal College of Speech and Language Therapists.	3

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

Budgeted cost: £37,080

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	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:	1

	<a href="https://www.eef.org.uk/one-to-one-tuition">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> And in small groups: <a href="https://www.eef.org.uk/small-group-tuition">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	
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	2
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged.	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: <a href="https://www.eef.org.uk/one-to-one-tuition">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> And in small groups: <a href="https://www.eef.org.uk/small-group-tuition">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	5

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

Budgeted cost: £20, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enhancing the sensory regulation equipment available for PP learners with enhanced sensory needs, including autism. We will also fund staff training.	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
Trips and external activities focused on pupil interests to develop cultural capital alongside	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	4

Social and emotional skills and confidence	emotional skills beyond the school environment.	
Enhancing the support for families during the cost of living crisis through making free food available all day, and including additional sandwiches available for children to take home at the end of the day to supplement their school meals.	Observations and discussions with families and pupils show that the cost of living is a concern and that they are worried that they will not have enough money to feed their families.	5

**Total budgeted cost: £72,080**

## 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 2022 to 2022 academic year.

Dedicated teacher support for vocational subject qualifications, working with individuals and small groups to enable coursework completion resulted in increased attainment in vocational qualifications of over 300%. This support will be maintained in the academic year 2022-23 as part of the schools main funding.

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 2022-23 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 2022-23.

### Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider



## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*