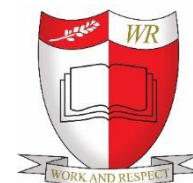


Pupil premium strategy statement

William Ransom Primary School



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	423
Proportion (%) of pupil premium eligible pupils	4%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	January 2024-2027
Date this statement was published	01.01.2024
Date on which it will be reviewed	December 2024
Statement authorised by	Tony Plunkett
Pupil premium lead	Tony Plunkett
Governor / Trustee lead	Funda Shibli

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£29,035
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£500
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£29,535

Part A: Pupil premium strategy plan

Statement of intent

At William Ransom Primary School, all members of staff and the governing body accept responsibility for our 'socially disadvantaged' pupils and we are committed to meeting their pastoral, social and academic needs within a caring and nurturing environment.

We want our pupils to be knowledgeable, kind, resilient and independent upon leaving our school and be ready to face the challenges of secondary school and to make a positive contribution to wider society. We provide a rich, varied and engaging curriculum which makes an exceptional contribution to our pupils' outcomes. We strive to ensure that our children develop the skills and values needed to be successful, through high quality teaching, well planned interventions and through offering a wide range of opportunities and experiences. The strategies employed are informed by ongoing data analysis and in-depth research using the EEF guidance for pupil premium.

We believe that there is no ceiling for what any child can achieve, regardless of their background. We are determined to ensure that pupils are given the best possible chance to realise this through the wide ranging and engaging provision that we offer, which is aimed at providing equity and equality for every child and at having a positive impact on their wellbeing.

Challenges

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

Challenge number	Detail of challenge
1	To ensure that all children are engaged and motivated to learn through a broad and balanced curriculum and that they develop positive attitudes to all learning and to make age related progress relevant to starting points.
2	To further develop a love of books and reading. This is essential as national research clearly shows that experience of books and spoken language can be significantly lower for pupil premium children.
3	To further develop positive mental health in every child, as required, to ensure that all children develop positive levels of wellbeing.
4	To ensure that all children have access to as many opportunities across their primary school years as possible.

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
To ensure readiness for learning and engagement by combating personal and social issues occurring outside of school.	Positive impact on trends in behavioural incidents and increased progress and attainment
A highly trained staff team will use proven approaches consistently to benefit every child in the school.	<p>Positive impact on pupil wellbeing evidenced through pupil voice and behavioural incidents and trends leading to improved progress and attainment.</p> <p>Staff CPD will be targeted to maximise impact.</p> <p>Pupil Progress Meetings will identify individual children, ensuring robust strategies are put in place.</p> <p>Evaluation of effectiveness of staff training through appraisal processes in place and pupil progress meetings.</p> <p>Regular reflection on provision being offered through staff meetings and whole staff briefings</p>
To develop a sense of achievement outside of the classroom leading to a greater sense of confidence and self esteem.	<p>Positive impact on pupil wellbeing to be identified through pupil voice which will be taken at end of terms and/or block of interventions.</p> <p>Positive impact to be evident from SEND and Mental Health triaging sessions.</p>
To develop positive mental wellbeing for all children leading to positive self-image, positive relationships with others and positive outlook on the world.	<p>Positive mental health relating to relationships and outlook on world to be measured by behavioural incidents, both severity and frequency.</p> <p>Positive impact of strategies applied through SEND and mental health triaging group.</p>
To ensure that positive life experiences are brought into school or offered to parents at affordable prices.	<p>Mixture of trips of different prices, comprising some outside of school experiences alongside internal visitor experiences.</p> <p>Costs will always be offered with a payment plan and an opportunity to approach the school in clearly stated different ways to ensure as comfortable a way as possible exists for all parents.</p>

<p>Regular reading opportunities and high quality discussion increase the enjoyment of reading for a child.</p> <p>Children in receipt of PP statistically have not had the same experience of reading as those who are not PP.</p>	<p>Pupil voice will indicate that reading with a parent volunteer on a 1:1 basis will have been an enjoyable experience.</p> <p>Pupil premium children achieve in line with national expectations for progress and attainment in reading.</p>
<p>Working in partnership with all parents and ensuring that school events involve parental participation is key to the successful schooling of every child.</p> <p>Even closer partnership between school staff, parents, professionals and child is essential for success of SEND children</p>	<p>Introduction of parental (or family member or friend) participation in themed school days.</p> <p>Open door policy for parents at beginning and end of school day, with Headteacher and/or Deputy Headteachers available on gate most mornings and afternoons.</p> <p>Access to school SENCo as needed.</p> <p>Regular parental communication throughout the school year for parents to discuss progress and next steps.</p>

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: £14,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Triaging - 1 hour meeting weekly £2000</p>	<p>Collaboration between key adults to review all children currently receiving intervention to ensure duplication of intervention or conflicting interventions being delivered simultaneously is avoided, to allow most suitable intervention best chance of success.</p>	<p>1, 3, 4</p>
<p>When the Adults Change £5000 (Across two financial years)</p>	<p><i>Professional development to support the implementation of evidence-based approaches - EEF Pupil Premium</i></p> <p><i>Metacognition and Self-Regulation (+ 7 months) - EEF Toolkit</i></p> <p>Whole staff training to support whole staff development.</p> <p>Training to be delivered in small ten minute chunks over a year, with two in-person Inset focus sessions (focus to be identified closer to time of delivery)</p>	<p>1, 2, 3, 4</p>

Creation of Learning and Teaching meetings £0	<p><i>Developing high quality teaching, assessment and a broad and balanced, knowledge-based curriculum that responds to the needs of pupils – EEF Pupil Premium</i></p> <p>Reframing staff meetings as learning and teaching meetings with a specific subject focus to ensure that learning resulting from teaching and facilitation of learning across curriculum is as effective as possible and that whole school and Key Stage or class level issues are identified quickly and resolved to benefit all children. Supplemented with HfL 'Big Staff Meeting' virtual subject specific sessions.</p>	1, 2, 3
HfL teaching and learning meeting resources £1000		
School Effectiveness Adviser support directly related to learning and teaching £2000	<p><i>Developing high quality teaching, assessment and a broad and balanced, knowledge-based curriculum that responds to the needs of pupils – EEF Pupil Premium</i></p> <p>External support from HfL to further develop curriculum leadership across the school and to ensure consistency of approach to curriculum leadership to ensure that every child receives the best possible learning experience from each subject.</p>	1, 2, 3
<p>Implementation of mobile technology strategy across school to ensure greater access to technology and embedding of computing across curriculum £4000</p> <p>(Total cost of £23,400, with remaining amount to be met from school budget)</p>	<p><i>Technology and other resources to support high quality learning – EEF Pupil Premium</i></p> <p>First phase of implementation of whole school strategy to bring mobile computing solutions to every classroom, through Chromebooks, to ensure that computing is used throughout curriculum and to support learners through different interventions and, where appropriate, as a separate means of recording to support neurodiverse and neurotypical learners and those who have access to digital technology outside of school and those who do not.</p>	1, 4

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

Budgeted cost: £7670

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Spelling Shed for all of KS2 £700	<i>Targeted interventions to support language development, literacy and numeracy - EEF Pupil Premium</i> Spelling Shed to be purchased to support the development of spelling across the school. The intent being that spellings will be used and applied through spelling shed and therefore be more fully absorbed and learnt to be effectively applied, as opposed to being learnt for a weekly test with minimal impact on extended writing.	1, 2, 4
Mental health support groups - EBSA, Refugee/asylum seeker, Young Carers, Siblings of ASD £4000	<i>Individualised instruction + 4 months - EEF Toolkit</i> <i>Collaborative Learning approaches + 5 months - EEF Toolkit</i> Staff member of SEND and Mental Health team to support individual needs of children by exploring and then breaking down barriers to learning. Children to access online platforms/games as a means of bringing children of different ages and ability together (this will not apply to all children in specified groups, as triaging meeting may lead to more appropriate strategy being used for some)	1, 3
Deployment of teaching assistants - provision map interventions £2970 (Total cost of £15,000 with remaining amount to be met from school budget)	<i>One to one, small group or peer academic tuition Targeted interventions to support language development, literacy and numeracy Targeted interventions and resources to meet the specific needs of disadvantaged pupils with SEND Teaching assistant deployment and interventions - EEF Pupil Premium</i> Support staff to continue to be deployed to best support children across the school, in class-based roles where possible to effectively allow children to make meaningful relationships with them to go toward meeting the pastoral needs of all children, but especially disadvantaged children. Where possible, this adult to intervene effectively leading to greater impact of learning and consequently better progress.	1, 2, 3, 4

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

Budgeted cost: £7865

Activity	Evidence that supports this approach	Challenge number(s) addressed
To continue with role of adult champion for disadvantaged children across the school £0	<i>Supporting pupils' social, emotional, and behavioural needs - EEF Pupil Premium</i> All disadvantaged and school defined disadvantaged children have been allocated an adult who checks in with their child on a regular basis. The children do not know who their adult is, or that they have been allocated them, allowing the adult to support subtly.	1, 3, 4

<p>Boxing Saves Lives £2515</p> <p>(Total cost of £3900, with remainder to be met from existing school budget)</p>	<p><i>Mentoring (+ 2 months), Metacognition and Self-Regulation (+ 7 months), Social and Emotional (+ 4 months) - EEF Toolkit</i></p> <p>Mental Health support strategy for identified children to develop specific skills and meet specific needs – those attending to be identified through triaging by the SEND and Mental Health team</p>	1, 3, 4
<p>Invitation only to 'Ready Set Go' club for Children with EBSA 8:30-8:50am £500</p>	<p><i>Mentoring (+ 2 months), Metacognition and Self-Regulation (+ 7 months), Social and Emotional (+ 4 months) - EEF Toolkit</i></p> <p>Identified Emotional Based School Avoidance children to be invited to 'Ready, Set, Go' club. Children to be identified through triaging meetings by the SEND and Mental Health team</p>	1, 3, 4
<p>Social and Emotional individualised instruction specifically for adopted children £1250</p>	<p><i>Supporting pupils' social, emotional, and behavioural needs - EEF Pupil Premium</i></p> <p><i>Social and Emotional (+ 4 months) - EEF Toolkit</i></p> <p>Specific interventions delivered by specified and trained individual. Strategies/interventions used to have been informed by/agreed with the Virtual School.</p>	1, 3, 4
<p>Drawing and Talking £1250</p>	<p><i>Supporting pupils' social, emotional, and behavioural needs - EEF Pupil Premium</i></p> <p><i>Social and Emotional (+ 4 months) - EEF Toolkit</i></p> <p>Member of existing staff team to be trained in 'Drawing and Talking' to be able to deliver sessions to specifically identified children – identification to come through SEND and Mental Health triaging meetings.</p>	1, 3, 4
<p>Circle of Friends Club £100</p>	<p><i>Supporting pupils' social, emotional, and behavioural needs - EEF Pupil Premium</i></p> <p><i>Social and Emotional (+ 4 months) - EEF Toolkit</i></p> <p>Specific provision operated by trained member of Mental Health team to support identified children – identification to come through SEND and Mental Health triaging meetings.</p>	1, 3, 4
<p>Friendship Club £500</p>	<p><i>Supporting pupils' social, emotional, and behavioural needs - EEF Pupil Premium</i></p> <p><i>Social and Emotional (+ 4 months) - EEF Toolkit</i></p> <p>Specific provision operated by trained member of Mental Health team to support identified children, but open to all children – identification to come through SEND and Mental Health triaging meetings.</p>	1, 3, 4

Lunchtime clubs - library club, colouring club, Sycamore Office, play leaders, sports leaders £1000	<i>Supporting pupils' social, emotional, and behavioural needs - EEF Pupil Premium</i> <i>Social and Emotional (+ 4 months) - EEF Toolkit</i> Specific provision operated by trained member of Mental Health team to support identified children, but open to all children - identification to come through SEND and Mental Health triaging meetings.	1, 3, 4
Lego therapy - £100 training Collaborative learning approaches + 5 months	<i>Supporting pupils' social, emotional, and behavioural needs - EEF Pupil Premium</i> <i>Social and Emotional (+ 4 months) - EEF Toolkit</i> Specific provision operated by trained member of Mental Health team to support identified children - identification to come through SEND and Mental Health triaging meetings.	1, 3, 4
Peer Mediation - £400 - + 4 months Behaviour	<i>Supporting pupils' social, emotional, and behavioural needs - EEF Pupil Premium</i> <i>Social and Emotional (+ 4 months) - EEF Toolkit</i> Opportunity for Year 5 children to gain nationally recognised mediator qualification, while allowing children the opportunity to develop the skill of mediation to then apply it as a mediator in Year 6 on a rotational basis at break and lunchtimes to resolve minor conflict between children in lower years, which in turn should impact on their own problem resolution skillset.	1, 3, 4
Sport and Talk - £1500 - social and emotional + 4 months	<i>Supporting pupils' social, emotional, and behavioural needs - EEF Pupil Premium</i> <i>Social and Emotional (+ 4 months) - EEF Toolkit</i> Specific provision operated by trained member of Mental Health team to support identified children - identification to come through SEND and Mental Health triaging meetings.	1, 3, 4

Total budgeted cost: £29,535