

Pupil premium strategy statement 2024 - 2027 – Ringwood Junior 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 within our school.

School overview

Detail	Data
Number of pupils in school	363
Proportion (%) of pupil premium eligible pupils	92 Pupil Premium (25.3%) 84 children are eligible for free school meals (23.1%) 4 are post-looked after (1.1 %) 5 are looked after (1.3%)
Academic year/years that our current pupil premium strategy plan covers	2024-2027
Date this statement was published	December 2024
Date on which it will be reviewed	July 2025
Statement authorised by	S-A Evans
Pupil premium lead	Kerry Mullett
Governor / Trustee lead	M Laughton

Funding overview –

Detail	Amount
Pupil premium funding allocation this academic year	£124,080
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£124,080

Part A: Pupil premium strategy plan

Statement of intent

We are committed to achieving the best education for our children, so that all can succeed and make the most of life's chances and the opportunities it offers. We have high aspirations and ambitions for all children, strongly believing that background should not be an indicator of academic success or emotional well-being. We are determined to use all resources at our disposal to give every child the chance of realising their potential, through a rich, broad and stimulating curriculum offer. We expect all children to engage in all aspects of school life equally. This means that we positively provide experiences for all children such as access to the curriculum enriched activities, visits and visitors and annual residential. High-quality, inclusive teaching is at the heart of our approach to all teaching. We ensure that our curriculum is drawn on the local area and learning is relevant and meaningful. It equips the children to understand more about their local area and the part they have in the community. Our Pupil Premium funding is used to narrow the gap in achievement between those children who are vulnerable to possible underachievement and who attract the funding, and those who do not. We are adaptable within our approach so that we can respond to challenges and individual needs. This documentation outlines how we ensure the funding is used to its maximum effect.

Challenges

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

Challenge number	Detail of challenge
1	<p>The attendance of our pupil premium children as a group is lower than that of lower than for non-disadvantaged pupils. This absenteeism can negatively impact disadvantaged pupils' progress.</p> <p>Attendance 2023-2024</p> <p>Whole school attendance: 95% PP: 93.36% Non PP: 95.53% National attendance: 94% (July 2024)</p>
2	<p>Basic arithmetic skills have been hindered by lack of basic numeracy skills. This has resulted in knowledge gaps leading to identified pupils not reaching age-related expectations in maths.</p>
3	<p>Many pupils have reduced opportunities to apply their reading skills beyond the school environment. This can significantly impact on their</p>

	enthusiasm and willingness to engage in reading beyond the classroom. This has had an effect on the children's learning behaviours that has a potential to impact on their long-term learning.
4	Continued work on vocabulary has been developed across the curriculum, however many pupils still lack the confidence to apply these skills within their written work and in their oracy.
5	Many of our pupil premium group of children do not have the rich and varied experiences of other pupils. This can have negative impact on their knowledge of the world, their vocabulary acquisition and their wellbeing.

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
1. Children will have improved attendance, enabling them to access learning more frequently so that they make improved progress across the curriculum.	<ul style="list-style-type: none"> • Children will be encouraged to come into school by having a positive, calm environment to come in the mornings. • Learning will be scaffolded to support the children and encourage them to develop a love of learning, which impacts a child's drive to attend school regularly. • Absences will be followed up according to our absence policy.
2. Pupil premium children will make accelerated progress in maths, closing the gap between them and their peers.	<ul style="list-style-type: none"> • Staff training to ensure high quality teaching is evident in all classrooms. • Targeted children will be part of half termly focused booster group interventions and knowledge building sessions, weekly. • Children will have access to practical resources to support their learning. • Maths workshops for parents to encourage the use of numeracy skills outside of school.
3. Pupil premium children will make good or better than expected progress in reading and will independently be reading a richer more varied range of texts. They will be able to articulate preferences in their text choices and be able to explore and explain the reasons behind their choices.	<ul style="list-style-type: none"> • All children will be read to and with regularly by their class teacher and other adults in school. Some children will become read with more regularly as reading champions and reading buddies. • Children will access different reading opportunities within the community to help to establish an understanding of books and to grow their love of reading. • Children will have access to knowledge builders, where they are introduced to new vocabulary within their projects and have the chance to explore and become familiar with it so that they are able to use it with confidence.

	<ul style="list-style-type: none"> • Children are assessed in phonics up on arrival and complete the 'Little Wandle' phonics programme alongside their year group spellings. • Vocabulary will be dual coded where possible to support language acquisition and vocabulary building. • Children will be exposed to a wide range of high-quality texts, across the curriculum. • Adults will role model text choices, comparisons and the love of reading. • Children will work regularly, across the school, with local authors and understand the process of reading like a writer and writing like a reader. • Reading passports are used as a tool to encourage to reflect up on their previous and future book choices.
<p>4. Pupil premium children will have a greater confidence in expressing themselves verbally in a range of contexts. Their enhanced vocabulary will be effectively applied in their written work and they will be able to verbalise and reason their learning.</p>	<ul style="list-style-type: none"> • All staff will be trained in oracy. • Parental workshops on oracy within the household will support parents with the use of oracy at home. • Small group interventions with trained staff to develop speech and language skills. • Lessons will be planned to incorporate opportunities for oracy and understanding the correct vocabulary choices needed. • Opportunities are planned, giving children a chance to speak to a range of audiences. • Developing and enhancing pupils' word understanding and comprehension will open up pupils' access to the full curriculum and to be able to gain in confidence.
<p>5. Pupil premium children will have opportunities to experience a range of varied and rich activities so that they are able to have the same experiences as their peers and continue to develop their understanding of the world around them and then take this enthusiasm out into the wider world.</p>	<ul style="list-style-type: none"> • Opportunities will be planned into the curriculum for children to experience a range of varied experiences so that all Pupil Premium children are included in a range of trips and activities. • Children will be conferenced with by their class teacher or LSA to support club engagement. • Support will be made available according to our Pupil Premium Policy to ensure that children access the wider curriculum. • Opportunities to access local activities during holidays will be sign posted and offered at discounted rates, due to strong links within our community. • Pupil Premium pupils will access at least one extra curriculum activity, promoted through the rich and varied clubs offered in school (after school sports clubs, arts, music, computing and engineering) as evidenced in the Terrific Action Passports. • Learning is made relevant through the curriculum with experiences, concrete resources when

	<p>necessary and possible, rich and varied language environments.</p> <ul style="list-style-type: none"> • Children will have the chance to work with Craig Summers in 'Fresh Air Club' and engage in other trips and enrichment activities planned throughout the year.
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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

Budgeted cost: £66,080

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Tier 1</p> <p>Training for LSA's in Specialist Knowledge for Teaching Mathematics Programmes with a focus on Year 5 and 6.</p> <p>Teachers will attend workshops/webinars to support the use of manipulatives in maths.</p> <p>Continued staff CPD for all staff delivered by Maths lead.</p>	<p>EEF – Improving Mathematics in Key stages 2 and 3 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3/</p> <p>EEF – staff deployment and development https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p> <p>https://educationendowmentfoundation.org.uk/news/eef-blog-integrating-evidence-into-mathematics-teaching-manipulatives</p> <p>https://educationendowmentfoundation.org.uk/news/eef-blog-manipulatives-and-representations-helping-children-to-see-the-</p>	2

	<p>maths#:~:text=Using%20manipulatives%20and%20representations%20purpose-fully,%E2%80%8B'see'%20the%20maths.</p> <p>https://nrich.maths.org/articles/manipulatives-primary-classroom</p>	
<p>Smaller teaching groups. Additional staff employed to reduce class sizes.</p>	<p>EEF – Reducing class size https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</p> <p>NASUWT – class sizes https://www.nasuwt.org.uk/advice/in-the-classroom/class-sizes.html</p>	2, 3, 4
<p>CPD – National College training. Training provided for professional development. Focus on phonics and reading development, mental health awareness, retrieval and recall. Curriculum leads to use this resource during their curriculum release time to develop their subject further.</p>	<p>EEF – staff deployment and development https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p> <p>Gov – Great professional development https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/335707/Great-professional-development-which-leads-to-great-pedagogy-nine-claims-from-research.pdf</p>	1, 2, 3, 4, 5
<p>Quality first teaching with peer coaching and mentoring. Subject leads released to support and coach staff. Focus on retention, recall and application of core subject knowledge. Subject leads to focus on ensuring equality of access to the curriculum for all pupils and strategies for engaging Pupil Premium children. Small groups of teachers to peer tutor, focusing on strategies</p>	<p>EEF – High-quality teaching https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching</p> <p>EEF- Peer tutoring https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring</p> <p>EEF – Metacognition in the classroom https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition</p>	1, 2, 3, 4, 5

to engage learners, looking at a range of strategies to support Pupil Premium children in the classroom.	Rosenshine's Principles of Instruction https://www.aft.org/sites/default/files/Rosenshine.pdf	
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Targeted academic support

Budgeted cost: £41,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Tier 2</p> <p>Interventions to improve numeracy skills. To fill the gaps in knowledge and understanding.</p> <p>CPD – National College training.</p> <p>Additional maths resources purchased and training provided on how to effectively use these.</p>	<p>Enhancing teacher quality through research-engaged professional learning and development</p> <p>https://my.chartered.college/impact_article/enhancing-teacher-quality-through-research-engaged-professional-learning-and-development-a-scalable-approach/</p>	2
<p>Training for Oracy through national agency</p>	<p>EEF- Guidance report</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/implementation/a_schools_guide_to_implementation.pdf?v=1715678453</p>	
<p>Subscription to a published comprehension scheme to embed comprehension skills.</p> <p>High quality texts being made available</p>	<p>EEF – Reading comprehension strategies</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	3,4

<p>in the wider curriculum.</p> <p>Little Wandle scheme. Staff to continue to receive high quality training and are skilled in the delivery of systemic synthetic phonics.</p> <p>Additional phonetically decodable resources purchased to support reading beyond Little Wandle.</p>	<p>Phonics- high impact https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>GOV.UK – reading at an early age the key to success https://www.gov.uk/government/news/reading-at-an-early-age-the-key-to-success</p>	
<p>CPD for Maths and English leaders</p> <p>CPD by English and Maths leaders for all school staff</p>	<p>EEF guide to pupil premium tiered approach – teaching is the top priority, including CPD</p> <p>EEF -High- quality teaching https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching</p> <p>Enhancing teacher quality through research-engaged professional learning and development https://my.chartered.college/impact_article/enhancing-teacher-quality-through-research-engaged-professional-learning-and-development-a-scalable-approach/</p>	1, 2, 3, 4
<p>Subject leaders, teachers, SENCo, and LSA's to provide interventions, booster groups and knowledge building sessions for those who are below ARE to close the gap and to extend those children working towards and within greater depth.</p> <p>Pupil conferencing to enable staff to monitor and target interventions.</p>	<p>EEF – small group tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>Campbell collaboration – small group interventions https://www.campbellcollaboration.org/2022/01/small-group-interventions-vive/</p> <p>British Educational Research Association- Pupil voice https://www.bera.ac.uk/blog/pupil-voice-in-quality-assurance-of-schools</p>	1, 2, 3, 4

Additional LSA's to enable high quality interventions.	<p>The Chartered College of Teaching- do TA's improve pupil outcomes? https://my.chartered.college/research-hub/do-teaching-assistants-improve-pupil-outcomes-in-mainstream-schools/</p> <p>EEF - Teaching and learning toolkit https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p> <p>https://researchschool.org.uk/billesley/news/maximising-the-impact-of-teaching-assistants-in-line-with-implementation</p>	1, 2, 3, 4, 5
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Wider strategies

Budgeted cost: £16,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Tier 3 Develop Social and Emotional Learning through Co-regulation.</p> <p>Staff will be trained in ELSA and Thrive, assessing the Thrive and ELSA resources and portals.</p> <p>Trained staff will have regular Thrive and ELSA sessions with pupils, with time allocated for assessment, creating action plans and reporting.</p>	<p>Children's mental health https://learning.nspcc.org.uk/child-health-development/child-mental-health</p> <p>GOV.uk https://assets.publishing.service.gov.uk/media/614cc965d3bf7f718518029c/Promoting_children_and_young_people_s_mental_health_and_wellbeing.pdf</p> <p>EEF – how to support children's mental health https://educationendowmentfoundation.org.uk/news/how-to-support-childrens-mental-health-and-wellbeing-in-the-early-years</p> <p>EEF- social and emotional learning https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>Thrive https://www.thriveapproach.com/</p>	1, 2, 3, 4, 5, 6
Attendance officer – being in contact and offering support to	Research Schools Network https://researchschool.org.uk/durrington/news/the-evidence-base-behind-attendance-interventions	1

<p>families with persistent absences.</p>	<p>Thrive https://www.thriveapproach.com/news/school-attendance-research</p> <p>EEF - Supporting school attendance https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance</p>	
<p>A range of extracurricular activities and experiences offered across the school in sport, arts, music and school trips.</p> <p>Fresh air club – all Pupil premium children will have 6 – 8 weeks accessing an outdoor curriculum. This will provide the children with rich and varied experiences increasing their wellbeing, sense of belonging in a group and self-esteem.</p>	<p>The value of after school clubs for disadvantaged children https://www.nuffieldfoundation.org/sites/default/files/files/resbr3-final.pdf</p> <p>EEF – using Pupil Premium - wider strategies https://educationendowmentfoundation.org.uk/education-evidence/using-pupil-premium</p> <p>Natural Education Sector Partnerships 2019 https://theoutdoorteacher.com/blog/forest-school-case-study/</p> <p>UCL -Spending more time in nature https://www.ucl.ac.uk/ioe/news/2019/nov/spending-more-time-nature-can-improve-young-peoples-confidence</p> <p>Scot Gov – outdoor learning https://education.gov.scot/media/ssbj110g/learning-outdoors.pdf</p>	<p>2, 3, 4, 6</p>
<p>Project Manna.</p>	<p>Natural Education Sector Partnerships 2019 https://theoutdoorteacher.com/blog/forest-school-case-study/</p> <p>UCL -Spending more time in nature https://www.ucl.ac.uk/ioe/news/2019/nov/spending-more-time-nature-can-improve-young-peoples-confidence</p> <p>Education Scotland – outdoor learning</p>	<p>1, 6</p>

	https://education.gov.scot/media/ssbj110g/learning-outdoors.pdf	
115 Club A before and after school provision.	TES https://www.tes.com/magazine/teaching-learning/general/how-to-create-school-breakfast-club-what-research-says#:~:text=Breakfast%20clubs%20come%20in%20different%20forms&text=Universal%20provision%20can%20be%20helpful,benefit%2C%20increased%20take%2Dup. Nuffield Foundation https://www.nuffieldfoundation.org/sites/default/files/files/resbr3-final.pdf	1, 6
Family engagement. Coffee mornings for those families who are struggling at home. This will provide opportunities for families to share anxieties and struggles as well as receiving support from various professionals (STARF, ACTSFORSHARING) Parent workshops for reading, maths skills, oracy, class engagement.	NFER – cost of living impact on children https://www.nfer.ac.uk/media/4rzci1ol/cost_of_living_crisis_impact_on_schools_pupils_and_families.pdf EEF – parental engagement https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement British Educational Research Association https://www.bera.ac.uk/blog/why-family-engagement-is-crucial-for-schools-and-children	1, 2, 3, 4, 5, 6
Enrichment and access to the wider curriculum. Subsidised trips Swimming Residential trips Clubs Music lessons	The value of after school clubs for disadvantaged children https://www.nuffieldfoundation.org/sites/default/files/files/resbr3-final.pdf EEF – using Pupil Premium - wider strategies https://educationendowmentfoundation.org.uk/education-evidence/using-pupil-premium	1, 6

Total budgeted cost: £124,080

Part B: Review of the previous Pupil Premium strategy

Outcomes for disadvantaged pupils

Review of 2023-24 outcomes

Last year we had a total of 80 children on the Pupil Premium register (21% of the school). We currently have 84 children who are eligible for Free School Meals and 52 of these children are regularly having school dinners. This is an increase on last year's data (22-23). We encourage all free school children to access school dinners and will continue to work closely with the catering team to encourage more of our FSM children to access this provision. This is a direct result of strategies to improve uptake of free school meals and working closely with the school kitchen and meal choices.

Teaching and learning

As a school, we looked at the needs our PP children and found that years 3 and 6 would benefit from a forth group. Within these year groups, a forth teacher took a group of children to teach English and maths for the year. These groups were fluid and would be changed according to the focus over a topic, to focus on a particular group of children. This meant class sizes were reduced, resulting in a greater focus on support, targeted teaching and intervention. All Pupil Premium children were identified in class maps and targeted support was provided during each lesson. The Head Teacher and subject leads conducted learning walks focussing on high quality teaching and provision for Pupil Premium children.

We have continued to focus on retrieval and recall, focusing on planning and questioning. Alongside this, knowledge building sessions happened weekly, with a clear focus on vocabulary building. Additional interventions and targeted booster groups were provided for all children who were not making the progress needed to achieve Age Related Expectations (ARE). These children were identified on the school's Cohort Action Plans and supported by additional groups provided by the SENCo, additional teachers, LSAs and the class teachers. LSAs and teachers provided booster groups and these were well attended and effectively addressed learning gaps.

Reading passports were used effectively across the school as a means of providing the children with a record of their reading journey. They were very helpful in allowing the children to become more reflective readers and select books, from a range of authors/genres, which would challenge them. Due to the effectiveness of how these are being used and the impact it has, we have decided to continue this as part of the next strategy.

The Reading Champions was successfully and regularly run by the LSAs and teaching staff and provided the children with opportunities to develop their enjoyment of reading. This continued to be very successful as the children independently started choosing different genres in their library sessions. Pupil Premium children were a priority; however, it was important to also target those reluctant readers who are not Pupil Premium.

Reading will continue to remain a priority across the school and staff focused on developing strategies for children to access the curriculum. Vulnerable children were all integrated into the classroom environment and seating plans were adapted throughout the year to ensure children had learning partners who would be able to support their learning across the curriculum. LSA and teacher deployment within the classroom meant that all Pupil Premium children were given quality first teaching and their progress was monitored carefully. Staff ensure that progress was monitored and supported where needed.

Toe by Toe, reading and spelling intervention, was delivered by LSAs. This was a daily activity and was successful - the children's confidence levels improved and they became more fluent when reading aloud.

LSA's delivered a range of further interventions, focusing on social skills, communication and emotional regulation for children who were identified as needing support in this area, so that they were able to access school and learning.

LSA deployment across the school enabled children who were struggling to access the curriculum to have targeted quality first teaching within the classroom.

Maths continues to be a high priority within school, CPD being a focus with a consolidation and embedding period being timetabled into the strategy.

Two teachers went on a mastering number for KS2 Maths Hub course which is aimed at building pupils' fluency in number and operations. Our two maths leads went on a NCETM planning course. This was aimed at giving schools a wider variety of resources to use when planning maths lessons. We sent out maths confidence surveys to all teaching and support staff, looking at confidence in delivering and support in maths and to gauge maths interventions across the school. We completed the maths vocabulary progression document to include stem sentences and dual coding, which are now referred to in maths lessons across the school.

Phonics

Daily phonics were provided by the Year 3 teachers and LSA's with a specific focus on Years 3 & 4. All children who have not made progress on their phonic phases 2-5, received targeted small group lessons. This has been built on our DfE validated Systematic Synthetic Phonics scheme, Little Wandle. All staff have received training on the teaching of Little Wandle. Children with additional needs with reading were paired as reading buddies with older children and provided with more opportunities to read to adults. Additional decodable books were bought to supplement children who have moved off of the phonics scheme Little Wandle. Overall, 27 Pupil Premium children have accessed phonics intervention in September. By July, 15 children have been assessed and no longer needed this intervention due to their accelerated progress. 100% of Pupil Premium children have made progress across the all phases. Further targeted support for the 12 children still needing intervention will continue daily in small groups and 1:1.

Year 3

- Children in the cohort 11 boys and 15 girls
- 8 children are SEND (6 children have an EHCP)
- 14 children are eligible for free school meals
- 3 children are LAC

Year 4

- Children in the cohort 13 boys and 8 girls
- 5 children are SEND (3 children have an EHCP)
- 19 children are eligible for free school meals
- 3 children are LAC

Year 5

- Children in the cohort 11 boys and 16 girls
- 8 children are SEND (4 children have an EHCP)
- 25 children are eligible for free school meals

Year 6

- Children in the cohort 10 boys and 9 girls

- 4 children are SEND (2 children have an EHCP)
- 18 children are eligible for free school meals

Attendance 2023-2024

Absence rates were 6% for PP children (above national average). This has increased from the previous year. As a school, we have worked hard to ensure that all children at Ringwood Junior School feel welcome and ready to learn. The environment was looked at to allow children to start their day in a calm, welcoming environment. We have an attendance officer, who will take time to speak to parents and carers of pupils who are regularly late or absent. Our attendance officer will make house calls when necessary and support families to help increase wellbeing and attendance. Their role has helped to increase attendance over the past year. This will continue to remain high on our priorities over the next year.

Club and enrichment

Over the last 3 years, 360 clubs attended by children eligible for PP funding. We have paid for 36 children to receive additional peripatetic music lessons. We have subsidised 67 trips and music lessons over the last year, to ensure that all children have access to the wider curriculum. Over the last year, 100% of PP children have taken part in a range of enrichment opportunities such as carol services at the local church, singing at the care home, off and on-site sporting events and library visits.

All pupil premium children access Fresh Air Club during the school year. The children get to participate in a range of activities, such as den making, fire building and other team building activities. Children work with children across the school, building confidence, resilience and team work skills. The children have quoted that they love to spend this time outside, working with children they have no had opportunity to work with before, doing activities that they would not usually have the chance to do.

Across our curriculum, trips and activities are planned to ensure that we had rich and varied learning opportunities in a range of settings. Each year lead and subject lead take time to plan exciting and enriching opportunities so that all children get to experience their learning through opportunities we give them in and outside of the classroom.

As a school, we offer free after school clubs all year round. These clubs are varied in content and PP children are always allocated spaces first.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Thrive	Thrive
Fresh Air Club	Fresh Air Club
Breakfast and afterschool club	115
Project Manna	Project Manna

