

Pupil Premium Strategy Statement (Primary)

Ramsgate Arts Primary School

Updated for September 2023

School overview

| Detail | Data |
|--|------------------------------|
| School name | Ramsgate Arts Primary School |
| Number of pupils in school | 356 |
| Proportion (%) of pupil premium eligible pupils | 27% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2021-24 |
| Date this statement was published | 01 Sep 22 |
| Date on which it will be reviewed | Sep 23 |
| Statement authorised by | Michaela Lewis/Kate Law |
| Pupil premium lead | Nick Budge |
| Governor / Trustee lead | Phil Votta |

Funding overview

| Detail | Amount |
|---|-----------------|
| Pupil premium funding allocation this academic year | £152,775 |
| Recovery premium funding allocation this academic year | £17,025 |
| Pupil premium funding carried forward from previous years | £0 |
| Total budget for this academic year | £169,780 |



Part A: Pupil premium strategy plan

Statement of intent

Objectives for disadvantaged children:

- To ensure that any differences in learning are addressed appropriately both through quality first teaching, appropriate staffing structures and placement and through targeted intervention.
- To ensure that literacy, phonics, speech and language and Maths are the core focus for academic success.
- To ensure that children are supported to be ready for learning – through social and emotional support, family support, attendance support.
- To ensure that the educational experience of disadvantaged children is in line with that of others – everyone has access to the Arts, there is no restriction on enrichment or extra-curricular activities.

How we work to achieve those objectives:

- Targeted and focused learning and intervention for literacy, phonics and speech and language and Maths across the school.
- Staffing structures and grouping of children to support quality first teaching and appropriate intervention.
- Providing appropriate training for class-based staff and for leaders at all levels.
- Finance for the wider work of the school – attendance, external agency support and intervention, the Arts curriculum, extra-curricular activities, wrap around care.

Key Principles of strategy plan:

- Inclusivity – quality first teaching.
- Appropriate resourcing, staffing and staff training.
- Academic success through targeted teaching and learning.
- Social, emotional and well-being support.



- Support for families.

Challenges

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | Variable engagement and access to remote learning through periods of school closure. |
| 2 | Gaps in phonics knowledge and understanding / application – issues with reading fluency and comprehension along with spelling and grammatical accuracy when writing. |
| 3 | Lack of resilience to learning. |
| 4 | Mental health / social and emotional barriers preventing children from fully accessing learning/ |
| 5 | Attendance and home circumstances. |
| 6 | Dyslexia related difficulties / memory or processing barriers – lack of retention of learning – requires over-learning, intervention, pre-teaching and re-teaching. |
| 7 | Disadvantaged children with specific AEN or SEN. |
| 8 | Poor speech and language / oracy / vocabulary. |
| 9 | Lack of social skills and play skills as a result of lockdowns / school closures. |
| 10 | Financial constraints – unable to access school wrap-around care, enrichment or extra-curricular activities due to cost. |

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 |
|--|---|
| Difference between disadvantaged and non-disadvantaged children's outcomes and progress will be minimal. | Outcomes – Year 1 and 2 phonics screen will show diminishing difference In house data will demonstrate excellent progress for disadvantaged children – KS2 outcomes will demonstrate achievement gap narrowing year on year (end of this plan July 2024). |
| Disadvantaged children access all elements of school day and benefit from all enrichment and extra-curricular activities. (Financial constraints will not become a barrier to this). | Pupil conferences evidences disadvantaged children's engagement in all areas activities. |



| | |
|--|--|
| Higher achieving disadvantaged children make sustained progress to achieve 'GDS' by the end of KS2. | Children identified as high achieving leave Chilton at the end of Year 6 maintaining this higher standard of learning (evidenced through achievement of GDS in KS2 SATs). |
| Children receive appropriate well-being and social and emotional support so that they can access learning with resilience. | Pupil surveys, pupil conferencing, assessment screens demonstrate improvement in well-being and resilience. Behaviour records demonstrate improvements in social skills / learning skills and tools used effectively. |

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:£110,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Year 6 cohort will have 2 class teachers. | <p>EEF Teacher Toolkit: Reducing class size: <i>"allows teachers to develop new skills and approaches"</i> <i>"increasing the amount of high quality feedback or 1:1 attention learners receive"</i> (for 20 learners or fewer)</p> <p>Supporting the Attainment of Disadvantaged Pupils – DFE Successful strategies: Additional Teachers Deploying Staff effectively Reducing class size</p> | 1 2 3 6 7 8 |
| Year 4 Cohort split into 3 groups for mornings – focus on English for literacy gaps and tailored Maths curriculum to embed learning skills and | <p>EEF Teacher Toolkit: <i>"carefully tailored to pupils' reading capabilities and involve activities and texts that provide effective but not overwhelming challenge"</i> Reducing class size:</p> | 1 2 3 6 7 8 |



| | | |
|---|---|---|
| <p>resilience for Term1,2,3 and 4.</p> | <p><i>“allows teachers to develop new skills and approaches”</i></p> <p><i>“increasing the amount of high quality feedback or 1:1 attention learners receive” (for 20 learners or fewer)</i></p> <p>Supporting the Attainment of Disadvantaged Pupils – DFE</p> <p><i>Successful strategies:</i></p> <p><i>Additional Teachers</i></p> <p><i>Deploying Staff effectively</i></p> <p><i>Reducing class size</i></p> | |
| <p>Additional Teaching Assistants deployed to support target classes – through quality first teaching.</p> | <p>Ofsted Evidence Report:</p> <p><i>“focus on high quality teaching for all learners rather than focus on one-off activities and events outside of school hours”</i></p> <p>Supporting the Attainment of Disadvantaged Pupils – DFE</p> <p><i>Successful strategies:</i></p> <p><i>Additional Teaching Assistants / hours</i></p> <p><i>Deploying staff effectively</i></p> | <p>1</p> <p>2</p> <p>4</p> <p>6</p> <p>7</p> |
| <p>Phonics Groups in Reception, Year 1, 2 and 3 – staffing, training and resourcing.</p> <p>Team supported through additional RWI training and daily mentoring by early years reading leader.</p> | <p>EEF Teacher Toolkit</p> <p>Structured Phonics:</p> <p><i>“Phonics is particularly beneficial for younger learners”</i></p> <p>Reading Comprehension Strategies:</p> <p><i>“carefully tailored to pupils’ reading capabilities and involve activities and texts that provide effective but not overwhelming challenge”</i></p> <p>Small group tuition:</p> <p><i>“greater feedback from teacher”</i></p> <p><i>“more sustained progress”</i></p> <p><i>“work closely matched to learner need”</i></p> <p>Supporting the Attainment of Disadvantaged Pupils – DFE</p> <p><i>Successful strategies:</i></p> <p><i>Deploying Staff effectively</i></p> <p><i>Reducing class size</i></p> | <p>1</p> <p>2</p> <p>3</p> <p>6</p> <p>7</p> <p>8</p> |
| <p>Additional Teaching Assistants appointed to ensure support in place for Reception, Year 1 and Year 3</p> | <p>Ofsted Evidence Report:</p> <p><i>“focus on high quality teaching for all learners rather than focus on one-off activities and events outside of school hours”</i></p> | <p>1</p> <p>2</p> <p>3</p> <p>6</p> <p>7</p> |



| | | |
|---|--|--------------------------------------|
| | <p>Supporting the Attainment of Disadvantaged Pupils – DFE</p> <p>Successful strategies: Additional Teaching Assistants / hours Deploying staff effectively</p> | |
| Wider Leader training | <p>Ofsted Evidence Report:</p> <p>“good leadership of teaching and learning makes the biggest difference to school standards. The report found that talented leadership is particularly important in schools that serve the most disadvantaged communities”</p> | 1 2 3 4 5 6 7 8 |
| Teaching Assistant Training | <p>Kent Pupil Premium Select Committee:</p> <p>“Ensure that teaching assistants have the necessary training and expertise to make interventions and provide feedback”</p> <p>Regular Termly TA Training led by DHT.</p> | 1 2 3 6 7 8 |
| CPD and coaching and mentoring time for teaching staff and middle leaders | <p>Ofsted Evidence Report:</p> <p>“high quality teaching is essential to promoting social mobility and closing the attainment gap”</p> <p>Reason for success highlighted as “investing in teachers’ professional development”</p> | 1 2 3 4 5 6 7 8 |

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

Budgeted cost:£35,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Speech and Language Therapist one a week– Teaching Assistant to support programmes 3 x weekly , screens, interventions and resources | <p>Kent Pupil Premium Select Committee:</p> <p>“Kent schools that have been narrowing the attainment gap have highly effective speech and language support”</p> <p>EEF guide to the Pupil Premium:</p> | 1 2 3 6 7 |



| | | |
|--|--|----------------------------|
| | <p>“Language acquisition must be a high priority in schools with explicit strategies for extending vocabulary as well as a language rich environment”</p> | 8 9 |
| Phonics Interventions - RWI and precision teaching | <p>EEF Teacher Toolkit: Smaller group tuition “greater feedback from teacher” “more sustained progress” “work closely matched to learner need” Supporting the Attainment of Disadvantaged Pupils – DFE Successful strategies: Deploying Staff effectively</p> | 1 2 3 6 7 8 |
| Tutor working in Yr 3 and Yr5 for Reading, writing and Maths | <p>EEF Teacher Toolkit: Smaller group tuition “greater feedback from teacher” “more sustained progress” “work closely matched to learner need” Supporting the Attainment of Disadvantaged Pupils – DFE Successful strategies: Deploying Staff effectively</p> | 1 2 3 6 7 8 |

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

Budgeted cost:£30,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Well Being assistant hours and support, liaison with external agencies re attendance. Mini-bus run in the mornings and staffing for this Breakfast and After school club places Breakfast for all offered daily. | <p>EEF guide to the Pupil Premium: “interventions.... are likely to be most effective when deployed alongside efforts to improve teaching and attend to wider barriers to learning such as behaviour and attendance” Supporting the Attainment of Disadvantaged Pupils – DFE Successful strategies: Improving attendance</p> | 4 5 9 |
| Social and emotional support – intervention and social skills support (+resourcing through | <p>EEF – Teacher Toolkit Behaviour interventions: “impacts are larger for targeted interventions matched</p> | 1 4 5 |



| | | |
|---|--|----------------------------|
| <p>literature, social stories, visuals, sensory resources)</p> <p>External services employed –Dare to Differ, Art therapy, Play Therapy, Well Being Assistant –ESLA training</p> | <p>to specific students with particular needs or behaviour issues”</p> <p>“social and emotional learning interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school”</p> | <p>9</p> |
| <p>Parental support workshops with some disadvantage and hard to reach Parents and children. Run by EP, SENCO and Well Being Lead</p> | <p>EEF Teacher Toolkit:</p> <p>“social and emotional learning interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school”</p> | <p>1 4 5 9</p> |
| <p>Financial support – contribution to clubs, trips, activities where there is a cost to parents:</p> <ul style="list-style-type: none"> • Breakfast /ASC • School Uniform • % Reduction on trips • % Reduction on swimming • Music lessons • Viking Holiday Club • Kent Test Tutoring | <p>EEF Teacher Toolkit:</p> <p>“social and emotional learning interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school”</p> | <p>10</p> |

Total budgeted cost: £175,000



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 2023 academic year.

| EYFS | | | |
|---------------------------|-------------|--|---|
| EYFS | GLD | <i>Difference in attainment because of speech and language barriers, lower phonic knowledge and some attendance issues. SALT support and intervention to continue for identified children, phonics groups continue into Year 1 on RWI scheme, attendance officer monitoring and supporting identified families. DSLs in support of families with external agency support in place.</i> | |
| All Pupils (60) | 61% | | |
| Pupil Premium (10) | 36% | | |
| Year 1 Phonics Outcomes | | | |
| | Met | <i>Seven PPG children did not meet standard. Five of these children have SEN as an additional barrier to learning, one of which is on a part-time placement because of behaviour. Four of these children have attendance issues and are now picked up by the school minibus. Phonics groups to continue into Year 2 along with targeted Speech and Language support and screening to identify class-based strategies to use for children alongside intervention.</i> | |
| All Pupils | 79% | | |
| PPG | 63% | | |
| KS1 DATA: | | | |
| READING | % Expected+ | % Greater Depth | <i>Significant attainment difference remains, of the ten PP children who did not achieve expected five had SEN as an additional barrier to learning, Two have had attendance issues with on now being picked up on the school minibus. Tutor deployed for cohort in Year 3 for targeted support and intervention for Terms 1,2 and 3 . RWI to continue into Year 3.</i> |
| All (58) | 62% | 9% | |
| PPG (21) | 52% | 0 | |
| WRITING | % Expected+ | % Greater Depth | <i>Significant attainment difference remains, six PP children have SEN as an additional barrier. Two have had attendance issues with on now being picked up on the school minibus. Tutor deployed for cohort in Year 3 for targeted support and intervention for Terms 1,2 and 3 RWI to continue into Year 3.</i> |
| All (58) | 47% | 0 | |
| PPG (21) | 29% | 0 | |
| MATHS | % Expected+ | % Greater Depth | <i>Significant attainment difference remains, six PP children have SEN as an additional barrier. Two have had attendance issues with on now being picked up on the school minibus. Tutor deployed for cohort in Year 3 for</i> |
| All (58) | 52% | 10% | |
| PPG (21) | 33% | 5% | |



| | | | |
|--|--|--|---|
| | | | targeted support and intervention for Terms 1,2 and 3 . RWI to continue into Year 3. |
|--|--|--|---|

YEAR 4 MTC RESULTS

| | | | |
|---|-----------|----------------|---------------|
| Mean Score = 21 | 25 | 20 - 24 | 0 - 19 |
| All (59) | 17 (29%) | 22 (37%) | 17 (29%) |
| PPG (13) | 2 (15%) | 2 (23%) | 7 (54%) |
| Significant attainment difference remains, additional support deployed for Terms 4,5 and 6. | | | |

KS2 RESULTS

| | GPS | | READING | | MATHS | | WRITING TA | |
|---------------|------|-----|---------|-----|-------|-----|------------|-----|
| National | 72% | | 74% | | 71% | | 69% | |
| | EXP+ | GDS | EXP+ | GDS | EXP+ | GDS | EXP+ | GDS |
| ALL 29 | 76% | 45% | 69% | 38% | 72% | 17% | 69% | 10% |
| PPG 8 | 50% | 25% | 38% | 13% | 38% | 0% | 38% | 13% |

The is a significant attainment difference remains across all subjects. Four of the children had SEN as an additional barrier to learning of which 2 were disapplied from the SATS. Four of the children had attendance issues which were referred to the LA for support. All were offered the minibus for support but only one family accepted intervention. Five of these children also were not in our KS1 and had significant gaps in their learning when they arrived at RAPS during KS2.

Our tracking systems and records demonstrate that children in receipt of the pupil premium grant display good standards of behaviour within the classroom and during playtimes. Their social skills have improved post-Covid and school closures as a result of the classroom-based strategies, staffing support and pastoral learning in place.

There is a small difference in attendance for children in receipt of the pupil premium grant – for 22-23 this was 90.21% compared to 92.94% for the whole school. Attendance strategies have, however, improved attendance for key individuals with consistently lower attendance levels.

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 |
|------------------|----------------|
| Dare to Differ | Dare to Differ |
| Read, Write Inc. | Ruth Miskin |

