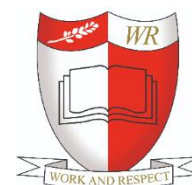


William Ransom Pupil Premium Strategy Annual Review

(January 2026)



Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data.

Disadvantaged data

	July 2024	July 2025
Phonics	N/A	100%
Multiplications Test	N/A	17
KS2 - Reading	33%	67%
KS2 - Writing	0%	50%
KS2 - Maths	33%	50%

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level and to results achieved by our non-disadvantaged pupils (though we know that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently).

The data demonstrates that our disadvantaged pupils made greater levels of progress, relating to achieving the expected standard, than non-disadvantaged children across the school year.

- In reading, disadvantaged pupils achieving EXS rose by 34%.
- In writing, disadvantaged pupils achieving EXS rose by 50%.
- In Maths, disadvantaged pupils achieving EXS rose by 17%.

Additional Analysis

We have drawn on school data to assess wider issues impacting disadvantaged pupils' performance and what measure we, as a school, have put in place. Our analysis is below and is broken into the three areas of attendance, behaviour and wellbeing.

Attendance

End of year 2024-25 – School Disadvantaged 93.87%, National 92.1%

Barriers:

- Essential travel to country of heritage
- Lateness

- Health (physical health and mental health)
- Child protection
- Parenting
- Holidays

Measures Taken for identified children for specific reasons:

- EBSNA individual support
- Meet and Greet - support separation anxiety and avoidance of busy playground
- Use of Calm Corner in school to facilitate and develop self-regulation strategies in a safe space
- Sport and Talk (mental health lead) – identification of barriers through sport and works through potential solutions with children
- Schooling adaptations including timetable changes, learning space changes, adult support (where possible), curriculum adaptations
- Lunchtime and break time library wellbeing – use of calm space for children who find outside space overwhelming
- In-school parent courses to support identified concerns – Anxiety
- Collaborative work alongside the Letchworth Family Support Service to support identified families
- Pro-active attendance support via phone calls and meetings with parents and carers to foster positive relationships to enable open conversations to facilitate identification and resolution of core issues.
- Pro-active and timely approach to any and all Child Protection issues raised/identified across the school.

Behaviour

Barriers

- Lack of social skills
- Lack of social network as a protective barrier
- Inappropriate internet use outside of school
- Parenting
- Known and unknown SEND
- Attachment trauma
- Low levels of self-esteem and self-worth,
- Identified and unidentified childhood trauma (adverse childhood experiences),
- Child Protection issues.

Measures Taken for identified children for specific reasons -

- Pro-active and timely approach to any and all Child Protection issues raised/identified across the school.

- Friendship Clubs – Talk through and problem solve friendship and social breakdowns.
- Cyber online safety workshop for children to support appropriate internet/gaming use and to teach children key skills to navigate online platforms.
- Cyber online safety training for staff.
- Esafety parent information – Information evening, newsletters, specific year group letters as appropriate
- Play Leaders – To deliver organised lunchtime play activities for children in Reception and Year 1.
- Sports Leaders – To support delivering further aspects of sports clubs to facilitate greater attendance of vulnerable children and greater enjoyment for all.
- Peer Mediators – Officially accredited training for Year 5 children to enable them to identify and support in resolving low-level behavioural issues on the playground at breaktime and lunchtime.
- Wellbeing zone at breaktime and lunchtime, to support those overwhelmed by the unstructured breaktime and lunchtime environment.
- 20-20-20 and nurture group to support children with sensory and SEND needs.
- Circle of Friends to support one child at a time by building a social network around them.

Wellbeing

Barriers

- SEND
- Bereavement
- Family dynamics
- Friendships and social relationships
- Health - own and family (physical and mental – attachment and trauma)
- Lateness
- Low levels of self-esteem and self-worth
- Identified and unidentified childhood trauma (adverse childhood experiences),
- Child Protection issues.

Measures Taken for identified children for specific reasons:

- Meet and Greet - support separation anxiety and avoidance of busy playground,
- Sport and Talk – identification of barriers through sport and works through potential solutions with children
- Schooling adaptations including timetable changes, learning space changes, adult support (where possible), curriculum adaptations,
- Lunchtime and break library wellbeing space – Use of calm space for children who find outside space overwhelming

- Contact Me strategy from Stand By Me being delivered to appropriate children by school staff
- Play Leaders – Trained by PE Leader to deliver organised lunchtime play activities for children in Reception and Year 1.
- Sports Leaders – Trained by the North Herts SSCO (Sports Partnership Lead) to support delivering further aspects of sports clubs to facilitate greater attendance of vulnerable children and greater enjoyment for all.
- Peer Mediators – Officially accredited training for Year 5 children to enable them to identify and support in resolving low-level behavioural issues on the playground at breaktime and lunchtime.
- Wellbeing zone at breaktime and lunchtime, to support those overwhelmed by the unstructured breaktime and lunchtime environment.
- 20-20-20 and nurture group to support children with sensory and SEND needs.
- Circle of Friends to support one child at a time by building a social network around them. As above
- Lego therapy to support children in developing social skills and teamwork skills.
- Let Grow whole school initiative to build resilience in all children.
- Mental Health Support Team – Working with parents and carers to support behaviour and anxiety
- Mental Health Support Team – Delivering groups to target specific areas of need across the school, including Emotional Explorers groups for KS1 to support emotional regulation.
- Adult Champions – All school defined disadvantaged children (including nationally defined) have an adult champion who is unknown to them, but provides discreet support for wellbeing through regular informal check-ins.
- Boxing Saves Lives – External organisation providing wellbeing support for groups of children through boxing activities and group discussion.

Based on all the information above, the performance of our disadvantaged pupils was largely in line with our expectations and sometimes exceeding. In the cases where expectations were not met, there were specific, known circumstances causing this.

We are at present on course to achieve the outcomes we set out to achieve by 2026/27, as stated in the Intended Outcomes section above.

Our evaluation of the approaches delivered last academic year indicates that our three year Pupil Premium Strategy that began last year is having a positive impact on the attendance, behaviour, wellbeing and academic outcomes of our disadvantaged pupils and will, therefore following minor adjustments as below, continue to be embedded over the remaining year.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

Externally provided programmes

Programme	Provider
Boxing Saves Lives	Boxing Saves Lives
Therapeutic Support	Barnados – Aspire to Success
Parenting Support, Emotional support to groups of children, class workshops, Staff training and support	Mental Health Support Team
Counselling	Safe Space
Wellbeing for emotional health	Phase
Wellbeing support through creative outlets including music and the Arts	Retune
Mentorship and guidance to support children's emotional needs	MindJam
Cyber Online Safety Workshop for children and staff	Hertfordshire Constabulary

Further information

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium. That will include:

- Embedding more effective practice around feedback. [EEF evidence on feedback](#) demonstrates significant benefits, particularly for disadvantaged pupils.
- Utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- Offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, and conversations with parents, students and teachers, in order to identify

the challenges faced by disadvantaged pupils. We also contacted schools local to us with high-performing disadvantaged pupils to learn from their approach.

We looked at several reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.