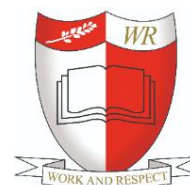


William Ransom Pupil Premium Strategy Annual Review

(January 2025)



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 and our own internal summative and formative assessments.

Disadvantaged data

	December 2023	July 2024
Reading	46%	50%
Writing	15%	42%
Maths	46%	57%

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 4% compared to 2.5% of all pupils.
- In writing, disadvantaged pupils achieving EXS rose by 27% compared to 3.2% of all pupils.
- In Maths, disadvantaged pupils achieving EXS rose by 11% compared to 2.5% of all pupils.

Additional Analysis

We have drawn on school data and observations 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

Barriers: Travel to war-torn country of heritage to visit family members, Possible relocation extended trip, lateness, health, child protection, reduced timetable as part of combined school measures to prevent suspension, maintain positive relationships and secure educational future, travel to visit sick relative in country of heritage, social relationships.

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
- ELSA – Small group project based on interests of children to build social relationships
- 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
- Mental Health Lead intervention in response to specific attendance needs for specific children working with parents and children on specific and tailored strategies to improve particular barriers.
- 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 and social network, out of school inappropriate internet use, 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.
- ELSA led social groups to further develop communication, friendships and collaborative working.
- 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 – 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, both indoor and outdoor, to support those overwhelmed by the unstructured breaktime and lunchtime environment.
- 20-20-20 and other bespoke lunchtime strategies 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), anxiety, visit family member from war-torn country of heritage, possible relocation extended trip, lateness, 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:

- 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
- ELSA – Small group project based on interests of children to build social relationships
- 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
- Mental Health Lead intervention in response to specific attendance needs for specific children working with parents and children on specific and tailored strategies to improve particular barriers.
- Drawing and Talking – Working through specific issues that are affecting a child's mental health
- 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, both indoor and outdoor, to support those overwhelmed by the unstructured breaktime and lunchtime environment.
- 20-20-20 and other bespoke lunchtime strategies 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.
- 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 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 following two years.

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	MindJam

children's emotional needs	
Teenage Mentoring Programme	Forever Young People
	ARC Services
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.