

Pupil premium strategy statement – Rampton 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	74
Proportion (%) of pupil premium eligible pupils	17 = 22.9%
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)	2024 - 27
Date this statement was published	9/10/25
Date on which it will be reviewed	9/9/26
Statement authorised by	Mrs Helen Roberts
Pupil premium lead	Mrs Kelly Burchell
Governor / Trustee lead	Mrs Kate Hardie

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£25,755
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£25,755

Part A: Pupil premium strategy plan

Statement of intent

Rampton Primary School aims to develop the whole child. Our priority is to create conditions to enable every child, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. We aim to give them the opportunities to stimulate their natural curiosity and apply their creative thinking. Our curriculum has been designed to empower all our pupils to have curious minds and become active, confident, independent learners, giving each child 'the opportunity to think' rather than telling them 'what to think.' We embrace and celebrate every child's uniqueness, continually providing opportunities to develop their resilience, knowledge and skills, thus providing them with the cultural capital necessary to live happy, healthy, truly fulfilling lives.

We know that everyone at Rampton Primary has a duty and is committed to meeting our pupils' pastoral, social and academic needs within our school environment. We believe that the PPG (Pupil Premium Grant) is a vital part of the process to provide the provision necessary to support our staff who are passionate about closing any gaps between disadvantaged pupils and their peers.

The Pupil Premium is intended to directly benefit the children who are eligible, helping to narrow the gap between them and their classmates. Our Pupil Premium fund is used in the following ways:

- Extra one-to-one or small-group support for children within the classroom.
- Employing extra teaching assistants to work with classes.
- Running catch-up sessions before or after school, for example for children who need extra help with maths or literacy.
- Providing extra tuition for able children.
- Providing music lessons for children whose families would be unable to pay for them.
- Funding educational trips and visits.
- Paying for additional help such as speech and language therapy or family therapy.
- Funding English classes for children who speak another language at home.
- Investing in resources that boost children's learning, such as laptops or tablets.

Challenges

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

Challenge number	Detail of challenge
1	Limited background knowledge and vocabulary breadth Baseline assessments, book scrutiny and pupil discussions indicate that many disadvantaged pupils have more limited background knowledge

	and narrower vocabulary than their peers. This is particularly evident in subjects requiring wider contextual understanding (e.g. reading comprehension, foundation subjects and problem-solving in mathematics). In reading assessments, disadvantaged pupils are more likely to struggle with inference, explaining word meaning in context, and understanding unfamiliar concepts. This suggests gaps in exposure to rich language and wider experiences, which reduces their ability to access age-related curriculum content independently.
2	Reading fluency and comprehension gaps Internal assessment data shows a higher proportion of disadvantaged pupils are working below age-related expectations in reading compared to non-disadvantaged peers. Analysis of reading records and fluency assessments indicates that some disadvantaged pupils read less frequently at home and have weaker fluency (accuracy, automaticity and prosody), which impacts comprehension. Difficulties are most evident in inference, retrieval from complex texts and understanding tier 2 and tier 3 vocabulary. These barriers limit pupils' ability to access the wider curriculum across subjects.
3	Mathematics conceptual understanding and reasoning Assessment data shows a higher proportion of disadvantaged pupils are working below age-related expectations in mathematics. Question-level analysis indicates that disadvantaged pupils are more secure in procedural fluency than in reasoning and problem-solving. They are more likely to struggle when problems require multi-step thinking, mathematical language interpretation, or application of knowledge in unfamiliar contexts. Observations suggest that gaps in vocabulary and confidence contribute to reduced resilience when faced with challenging problems.
4	Writing stamina, transcription and composition A greater proportion of disadvantaged pupils are working below age-related expectations in writing. Book scrutiny and moderation indicate that common barriers include limited vocabulary choice, weaker sentence structure control, and reduced writing stamina. Some pupils demonstrate secure ideas orally but struggle to translate these into extended written responses. This suggests gaps in language acquisition, automaticity of transcription skills, and opportunities for sustained writing practice.
5	Social, emotional and self-regulation needs affecting readiness to learn

	Pupil surveys, teacher observations and family discussions indicate a higher prevalence of social, emotional and self-regulation needs among disadvantaged pupils. These needs present as reduced resilience, difficulty managing conflict, lower confidence in learning situations, and reduced independence. In some cases, this leads to low-level disruption, withdrawal from learning tasks, or difficulty sustaining focus. These factors impact attendance, classroom engagement and academic progress.
6	Reduced attendance and persistent absence Over half of our disadvantaged children did not meet the school target of 95% attendance last year. Attendance data shows disadvantaged pupils have lower attendance rates and are overrepresented within the persistent absence cohort, impacting progress and attainment.

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
Improved reading attainment and fluency for disadvantaged pupils.	By 2026/27, at least 80% of disadvantaged pupils meet the expected standard in KS2 reading. The attainment gap between disadvantaged and non-disadvantaged pupils in reading is reduced to less than 10%. Internal assessment and fluency monitoring show that at least 85% of disadvantaged pupils read age-appropriate texts with secure fluency (accuracy, automaticity and prosody). Question-level analysis shows improved performance in inference and vocabulary questions. Lesson observations and book scrutiny demonstrate consistent implementation of whole-class reading strategies and explicit vocabulary instruction.
Improved writing attainment and composition for disadvantaged pupils.	By 2026/27, at least 80% of disadvantaged pupils meet the expected standard in KS2 writing. The gap between disadvantaged and non-disadvantaged pupils in writing is reduced to less than 10%.

	Book scrutiny shows improved writing stamina, sentence control and vocabulary use across the curriculum. Moderation indicates increased consistency in disadvantaged pupils achieving age-related expectations in composition and grammar. Disadvantaged pupils demonstrate improved ability to plan, draft and edit extended writing independently.
Improved mathematics attainment and reasoning for disadvantaged pupils	By 2026/27, at least 80% of disadvantaged pupils meet the expected standard in KS2 mathematics. The attainment gap between disadvantaged and non-disadvantaged pupils is reduced to less than 10%. Internal assessments show improved outcomes in reasoning and multi-step problem-solving. Pupil conferencing indicates increased confidence and resilience when tackling unfamiliar mathematical problems. Lesson observations and work scrutiny show consistent use of mathematical language and structured reasoning approaches.
Improved wellbeing, self-regulation and readiness to learn	Pupil surveys demonstrate improved self-reported wellbeing and sense of belonging, particularly among disadvantaged pupils. The number of SEMH-related referrals for disadvantaged pupils reduces over time. Teacher assessments show improved independence, resilience and engagement in lessons. Anxiety-related absence and persistent lateness among disadvantaged pupils decrease. Participation in clubs, leadership opportunities and enrichment activities increases, with disadvantaged pupils represented proportionately or above.
Increased access to enrichment and wider life experiences.	Disadvantaged pupils participate in educational visits and residential experiences at rates in line with or exceeding non-disadvantaged peers. Pupil voice indicates increased cultural capital and wider world knowledge. Book scrutiny shows improved use of subject-specific vocabulary linked to enrichment experiences.

	Foundation subject outcomes for disadvantaged pupils show improved attainment and engagement. Financial barriers to participation are reduced through targeted subsidy and support.
Improved attendance for disadvantaged pupils.	Overall attendance for disadvantaged pupils is at least 95%. Persistent absence for disadvantaged pupils is reduced to below national averages. The attendance gap between disadvantaged and non-disadvantaged pupils is reduced year on year. Unauthorised absence for disadvantaged pupils is below 2%. Targeted attendance interventions demonstrate measurable impact for identified families.

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: £10,210

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase and implement standardised diagnostic assessments (Reading & Maths)	Purchase high-quality standardised reading and mathematics assessments. Train staff in accurate administration and analysis. Use question-level analysis to identify gaps in vocabulary, inference, reasoning and fluency. Implement termly pupil progress meetings to adapt provision.	1, 2, 3, 4

	Evidence that supports this approach: The Education Endowment Foundation (EEF) highlights that diagnostic assessment can effectively identify specific pupil needs and inform targeted teaching. EEF guidance report: Diagnostic Assessment emphasises that structured assessment, when followed by responsive teaching, can improve pupil progress by ensuring support is precisely matched to need.	
Embed a high-quality mathematics scheme aligned with national guidance	Fully implement the new maths scheme across KS1 and KS2. Provide structured CPD and teacher release time to ensure secure subject knowledge and consistent delivery. Prioritise mathematical vocabulary, reasoning and problem-solving. Monitor fidelity of implementation through lesson visits and work scrutiny. Evidence that supports this approach: The Department for Education non-statutory guidance (Mathematics Guidance: KS1 and KS2) and work from the National Centre for Excellence in the Teaching of Mathematics emphasise mastery approaches, coherent curriculum design and explicit teaching of mathematical language. The Education Endowment Foundation guidance report Improving Mathematics in Key Stages 2 and 3 identifies structured teaching of reasoning and problem-solving as having strong evidence of impact.	3
Embed Social and Emotional Learning (SEL) into daily practice	Deliver a structured, whole-school SEL programme.	5, 6

	Provide staff training on emotional regulation, metacognition and classroom climate. Implement targeted small-group SEMH interventions for identified pupils. Monitor impact through behaviour logs, pupil voice and attendance data. Evidence that supports this approach: The Education Endowment Foundation guidance report Improving Social and Emotional Learning in Primary Schools identifies that explicitly taught SEL approaches can improve social skills, attitudes to learning and academic outcomes, particularly for disadvantaged pupils. Evidence suggests SEL approaches have a positive impact on attainment alongside improvements in behaviour and wellbeing.	
Release time for subject leadership and implementation monitoring	Allocate regular release time for subject leaders to monitor curriculum implementation. Conduct lesson observations, book scrutiny and pupil conferencing. Provide coaching and feedback to ensure high-quality teaching. Adapt provision based on implementation evidence. Evidence that supports this approach: The Education Endowment Foundation implementation guidance (Putting Evidence to Work) emphasises that sustained improvement depends on careful implementation, ongoing monitoring and responsive adaptation.	1, 2, 3, 4

	Monitoring ensures approaches are delivered with fidelity and allows early identification of barriers to success.	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 13,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted 1:1 and Small Group Tuition (Reading, Writing and Mathematics) Deliver structured, time-limited 1:1 and small group interventions for disadvantaged pupils identified through diagnostic assessment. Interventions will target: Reading fluency, vocabulary and inference skills Writing transcription, sentence construction and composition Mathematical reasoning, number fluency and problem-solving Sessions will be additional to, and closely aligned with, class teaching.	Evidence that supports this approach The Education Endowment Foundation Teaching and Learning Toolkit identifies: Small group tuition as having high impact for relatively low cost (+4 months). One-to-one tuition as particularly effective when well-structured and linked to classroom learning (+5 months). Teaching assistant interventions can have positive impact when staff are trained and interventions are structured and focused. EEF guidance emphasises that targeted academic support is most effective when: Based on diagnostic assessment Carefully structured Short-term and focused Explicitly linked to classroom teaching	1, 2, 3, 4

Teaching assistants will receive training to deliver structured programmes with fidelity. Progress will be reviewed every 6–8 weeks using entry and exit assessments.		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £2245

Activity	Evidence that supports this approach	Challenge number(s) addressed
Sensory Circuits and Targeted Regulation Support Implement daily sensory circuits for identified pupils requiring support with self-regulation and readiness to learn. Provide staff training on regulation strategies and co-regulation approaches. Use entry and exit behaviour data to evaluate impact. Link support plans to attendance monitoring where anxiety-related absence is identified.	Evidence that supports this approach The Education Endowment Foundation Teaching and Learning Toolkit identifies behaviour interventions as having a positive impact on attainment (+4 months on average), particularly where approaches are proactive and embedded consistently across the school. The EEF guidance report Improving Social and Emotional Learning in Primary Schools highlights that explicitly teaching self-regulation strategies can improve classroom engagement and academic outcomes. Targeted support to improve regulation and reduce anxiety increases pupils' readiness to learn, which in turn improves access to high-quality teaching.	5 and 6

Planned Enrichment and Educational Visits to Build Cultural Capital Activity Subsidise educational visits and residential experiences to ensure disadvantaged pupils participate at least in line with peers. Pre-teach and explicitly teach key vocabulary and contextual knowledge linked to visits. Use visits to enhance curriculum writing, reading and foundation subject outcomes. Monitor participation rates and evaluate impact through pupil voice and written outcomes.	Evidence that supports this approach The Education Endowment Foundation report The Attainment Gap highlights that improving access to high-quality teaching is the most powerful lever for disadvantaged pupils. Enrichment alone does not close gaps; however, when carefully integrated into curriculum planning and linked to explicit vocabulary and knowledge development, wider experiences can strengthen background knowledge and language acquisition — key factors affecting reading comprehension and writing quality. Ensuring disadvantaged pupils access the full curriculum and wider school experiences reduces experiential gaps that can limit understanding of texts and concepts.	1, 2, 3, 4 and 5
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Total budgeted cost: £25160

Part B: Review of the previous academic year

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 assessments.

The data shows that:

In 24/25 there were two disadvantaged child in early years.

There were no disadvantaged pupils in year 1.

In year 2, there were four disadvantaged pupils. All four children met the expected standard in reading, writing and maths, with one child achieving greater depth in reading.

Monitoring of phonics by leaders evidences strong practice with assessments used effectively for any children to catch up.

In Year 6 there were four disadvantage pupils: 1 passed their reading, writing and maths SATs papers.

Interventions did take place last year with progress evidenced. Although the children in year 6 didn't meet the expected outcomes they did make the expected progress.

Based on all the information above, the performance of our disadvantaged pupils met our expectations, and at present we are on course to achieve the outcomes we set out to achieve by 2025/26, as stated in the Intended Outcomes sections above.

Our evaluation of the approaches delivered last year show that high quality phonics teaching is having a positive impact of results. Furthermore, one to one and small group interventions have shown to be effective in boosting progress.

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
Music tuition	Inspire music

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