Pupil premium strategy statement – Ringmer Primary and Nursery School

This statement details our school's use of pupil 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	365 including Nursery (292 excluding Nursery)
Proportion (%) of pupil premium eligible pupils	16.5% excluding Nursery
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended)**	2024-2025 to 2026 - 2027
Date this statement was published	April 2025
Date on which it will be reviewed	April 2026
Statement authorised by	Anna Crompton, Head Teacher
Pupil premium lead	Sara Crane, Deputy Head Teacher
Governor / Trustee lead	Danny Mizon, Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£73,480
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	£0
Total budget for this academic year *If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year*	£73,480

Part A: Pupil premium strategy plan

Statement of intent

Staff, Parents, Governors and members of our school community have worked together to create our Ringmer Primary and Nursery School Vision. This is our vision for all of the learners in our school:

- To ensure high quality, inspirational and innovative teaching that establishes a love of learning.
- We will do this through providing a curriculum that will nurture curious minds, stretch the imagination and provide opportunities for every child to excel academically, creatively, practically and socially.
- Our aim is to create resilient and resourceful individuals with skills to lead healthy and productive lives. Fostered in a happy, safe and secure environment where pupils have a voice, high self-esteem and emotional wellbeing is paramount.

Our intention is that all learners, irrespective of their background or the challenges they face, make expected or better, progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged learners in achieving this goal through addressing the needs of each individual, as well as common challenges that our learners may face.

We recognise that it is a collective responsibility to support our underserved and vulnerable learners. Priority is given to ensuring that we provide experiences, opportunities and enrichment which puts all learners on a level playing field to their peers. By focusing on areas which we recognise are more challenging for our disadvantaged learners, such as vocabulary and language, we ensure they have the same starting points and are provided with the essential background knowledge required to succeed in their learning. We are committed to closing the disadvantaged attainment gap and for these learners to make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers

All staff are supported to deliver quality first teaching for all learners and we are proactive in ensuring that beyond this, specific needs are identified through robust assessment, rather than assumptions, to support our learners.

In order to be successful, it is vital that learners have high self efficacy and in order for them to do so, they must feel as though they belong. Developing a feeling of togetherness and community within our school and building relationships with our

learners and their families supports this sense of belonging. We work together with families to support learners and overcome any barriers that may be identified.

Challenges

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

Challenge number	Detail of challenge
1	**Vocabulary and Language** Assessment data, observations from teachers and learner discussions indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged learners. This is evident from Reception through to KS2 and in general, is more prevalent among our disadvantaged learners than their peers.
2	**Attainment and Progress** Internal and external assessments indicate that the attainment and progress of our disadvantaged girls, in Reading, Writing and Maths is significantly below that of their non-disadvantaged peers. This is evident from Year 2 to Year 6.
3	**Attendance** Our assessments and observations indicate that absenteeism is negatively impacting upon our disadvantaged learners' progress. 59.2% of our disadvantaged learners have attendance which is below 96%. Within this figure, 34.6% have persistent absence.
4	**Cultural capital and mental wellbeing** The mental wellbeing and self-efficacy of our disadvantaged learners is varied and can lead to limitations on their aspirations and ambitions. Our assessments, discussions and observations have identified social, emotional and self-confidence challenges for more of our disadvantaged learners than non-disadvantaged.
5	**Phonics** Assessments, observations, and discussions with pupils suggest disadvantaged learners generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers. 2025: 50% of PPG children are not on track to pass phonics screener 2024: 33% of PPG children did not pass the phonics screener 2023: 75% of PPG children did not pass the phonics screener
6	**Engagement in Learning** Our assessments, including observations and discussions with pupils suggests that many of our disadvantaged learners do not consistently see themselves as learners and they are noticeably more disengaged in learning than their non-disadvantaged peers. This is particularly prevalent in KS2.

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
To improve vocabulary and language skills across the school.	Assessment data, pupil voice and observations show progress and increased vocabulary and language from our disadvantaged learners.
To raise attainment of disadvantaged girls in Reading, Writing and Maths.	Attainment of disadvantaged girls is in line or better than their non disadvantaged peers in Reading, Writing and Maths.
To accelerate progress and close the gap in progress between disadvantaged girls in Reading, Writing and Maths and their non-disadvantaged peers.	All disadvantaged learners make expected or better progress in Reading, Writing and Maths.
Attendance of disadvantaged learners improves to be in line with their non-disadvantaged peers and above national.	Increased attendance at school, in line with school target, 97% for our disadvantaged learners. Reduction in persistent absenteeism to below 10% for our disadvantaged learners.
To improve the wellbeing and mental health of identified learners.	Pupil voice evidence improvement Attendance increases, in line with school target, 97% for our disadvantaged learners. Behaviour, evidenced in behaviour tracking. High engagement in lessons and with further enrichment opportunities. Parents working with school and in agreement with support in place for learners.
Wider participation in whole school community events and experiences. Learners are ambitious and aspirational.	Learners participate in a wide range of extra-curricular activities. The curriculum is well sequenced to provide knowledge about different opportunities available for all learners. 90% of disadvantaged learners' take up free club offer and music tuition termly.
Improved Year 1 Phonic screening results for our disadvantaged learners.	100% of Year 1 learners pass the Phonics Screen.
Improved self-efficacy of learners. Learners see themselves as belonging in the classroom and are ambitious and aspirational.	Pupil voice indicates an improvement in self-efficacy and the children perceive themselves as learners. Attendance increase,in line with school target, 97% for our disadvantaged learners. High engagement in lessons and with further enrichment opportunities.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching

Budgeted cost: £ *45,413*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maths Mastery Hub support for Pre-Teaching and ensuring mastery approach in lessons. *CPD for Maths Lead and teaching staff.*	EEF evidence for maths mastery approach at primary level https://educationendowmentfoundation.org.uk/projects-and-evaluation/promising-programmes/mathematics-mastery-primary The DfE non-statutory guidance https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1017683/Maths_guidance_KS_1_and_2.pdf	2
All relevant staff are trained to deliver the phonics scheme effectively. *Parents/Carers are supported with phonics for home learning.* *Additional decodable texts purchased to support phonic fluency in all Key Stages, including EYFS and KS2.*	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	5
Timetabling for ELSA practitioner	EEF Social and Emotional Learning Interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	4, 6
Zones of Regulation	EEF Self-regulation strategies https://educationendowmentfoundation.org.uk/early-years/toolkit/self-regulation-strategies Zones of Regulation Research	1, 2, 3, 4, 6

	https://zonesofregulation.com/research/	
Executive Function skills	Executive function research https://educationendowmentfoundation.org.uk/early-years/evidence-store/self-regulation-and-executive-function National Centre for Education Research: Executive Function: Implications for Education https://ies.ed.gov/sites/default/files/ncer/document/2024/11/20172000.pdf	1, 2, 3, 4, 6
CPD for teaching and support staff on teaching vocabulary and the effective implementation of this in all lessons and across the school day through daily routines.	EEF Developing Vocabulary in Early Years Education https://educationendowmentfoundation.org.uk/early-years/literacy/developing-vocabulary-in-early-years-education Explicit vocabulary teaching - Chartered College https://my.chartered.college/research-hub/explicit-vocabulary-teaching/#:~:text=Research%20has%20shown%20that%20children,reading%2C%20but%20effects%20are%20modest	1, 2

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

Budgeted cost: £ 13,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Nessy: Literacy Support	The Nessy programs have been recommended as a high-quality evidence based program by AUSPELD, DSF, 5 from 5 and Learning Difficulties Australia (LDA). Nessy is a global partner of the International Dyslexia Association. https://www.nessy.com/shop/research	1, 2
Phonics Interventions	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:	5

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	

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

Budgeted cost: £ 15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Funding/part funding enrichment opportunities (school trips, before and after school clubs and music lessons)	Research indicates that children will find life more challenging without adequate cultural capital experiences. Opportunities are supported to ensure all children feel equal creating more positive attitudes to learning and increasing well-being.	2, 3, 4, 6
Mental Health support	EEF Mental health wellbeing https://educationendowmentfoundation.org.uk/early-years/mental-health-wellbeing School for Public Health Research https://sphr.nihr.ac.uk/news-and-events/news/research-highlights-benefits-of-school-based-mental-health-interventions/#:~:text=Research%20suggests%20that%20schools%20are,aim%20to%20improve%20young%20people's	2, 3, 4, 6
Uniform and equipment offer	Research indicates that providing equality of resources for learners promotes better outcomes for them.	2, 3, 4, 6
Staffing to support Garden of Being being open to learners at lunchtime	EEF Mental health wellbeing https://educationendowmentfoundation.org.uk/early-years/mental-health-wellbeing School for Public Health Research https://sphr.nihr.ac.uk/news-and-events/news/research-highlights-benefits-of-school-based-mental-health-interventions/#:~:text=Research%20suggests%20that%20schools%20are,aim%20to%20improve%20young%20people's	2, 3, 4, 6

Total budgeted cost: £ *73, 413*

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Pupil Premium Data 2024-2025:

		2024-2025								
		Spring 1								
		Pupil Premium								
		Reading	Reading	Writing	Writing	Maths	Maths	Reading	Writing	Maths
		% of pupils Expected or higher	% gap	% of pupils Expected or higher	% gap	% of pupils Expected or higher	% gap	% of pupils Expected or higher	% of pupils Expected or higher	% of pupils Expected or higher
Main Assessment	Early 2							0%	0%	0%
	Nursery 1							0%	0%	0%
	Nursery 2	0%		0%		0%		0%	0%	0%
	Reception	57%	0%	57%	-20%	57%	-20%	81%	77%	87%
	Year 1	50%	-4%	50%	6%	50%	-30%	54%	44%	80%
	Year 2	33%	-31%	33%	-23%	33%	-27%	64%	56%	60%
	Year 3	20%		0%		0%		17%	17%	23%
	Year 4	25%	-48%	25%	-36%	25%	-43%	73%	61%	68%
	Year 5	43%	-31%	29%	-18%	57%	-14%	74%	47%	71%
	Year 6	31%	32%	15%	36%	15%	-38%	63%	51%	63%

Pupil Premium Data 2023-2024:

