



PUPIL PREMIUM STRATEGY 2025 - 2028

Spending Plan for 2025 - 2026

Abstract

This strategy details Ranskill Primary School's use of pupil premium fund. It outlines our pupil premium strategy 2025 – 2028, how we intend to spend the funding in the academic year 2025 to 2026 and the effect that last academic year's 2024 - 2025 spending of pupil premium had within our school.



Pupil Premium Strategy Statement 2025 - 2028

This statement details Ranskill Primary School's use of pupil premium fund (and recovery premium). It outlines our pupil premium strategy 2025 – 2028, how we intend to spend the funding in the academic year 2025 to 2026 and the effect that last academic year's 2024 - 2025 spending of pupil premium had within our school.

In line with Department for Education (DfE) guidance, Pupil Premium funding is allocated to schools with the expectation that it is used to improve outcomes for disadvantaged pupils. However, the DfE also recognises that evidence-informed approaches designed to raise attainment, improve teaching quality, strengthen curriculum provision, or enhance wider pastoral support will often benefit all pupils. At Ranskill Primary School, spending decisions are therefore deliberately structured so that disadvantaged pupils are prioritised, but the strategies employed—such as high-quality teaching, targeted academic support, wider pastoral interventions, and enrichment access—may also have a positive impact on non-disadvantaged pupils. This approach is consistent with DfE requirements and ensures that the funding is used in the most effective way to address need, close attainment gaps, and secure the best possible outcomes for those facing disadvantage.

School overview

Detail	
School name	Ranskill Primary School
Number of pupils in school	145
Proportion (%) of pupil premium eligible pupils	10%
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Rachel Beesley
Pupil premium lead	Rachel Beesley
Governor / Trustee lead	Dave Madisson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£22,725
Recovery premium funding allocation this academic year	0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
Total budget for this academic year	£22,725



Part A: Pupil premium strategy plan

Statement of intent

As an inclusive primary school, our intention is to provide an inspirational and inclusive environment with beyond expectation teaching and learning. Our ultimate goal is that no child is left behind, socially or academically, because of disadvantage. We strive to remove the bias of low expectations, raise lifelong aspirations and focus on removing barriers to learning and achieving excellence.

Our Pupil Premium Plan aims to address the main barriers our children face and through careful tracking, planning and targeted support and intervention, provide all children the access and opportunities to enjoy academic and social success. The challenges are varied and there is no “one size fits all”.

Our ultimate objectives are to:

- Remove barriers to learning created by poverty, family circumstance and background
- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally
- Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum
- Develop confidence and ability to communicate effectively in a wide range of contexts
- Enable pupils to look after their social and emotional wellbeing and to develop resilience.
- Access a wide range of opportunities to develop their knowledge and understanding of the world

In order to achieve our objectives and overcome identified barriers to learning we will:

- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work and 1:1 tuition
- Target funding to ensure that all pupils have access to trips, residential, first hand learning experiences
- Provide opportunities for all pupils to participate in enrichment activities including sport and music



- Provide appropriate nurture support to enable pupils to access learning within and beyond the classroom
- Work closely with families to promote understanding of the importance of attendance and punctuality

This is not an exhaustive list and strategies will change and develop based on the needs of individuals.

Challenges

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

Challenge number	Detail of challenge
1	Retention of curriculum knowledge and skills is limited due to cultural capital and lived experience.
2	Due to location, there are limited opportunities outside of school in the local area, leading to a narrower range of experiences. Access to the same opportunities as their peers is difficult (transport and cost)
3	Low aspirations and expectations on the part of the family or the learners themselves
4	More able disadvantaged pupils have developed a fixed mind and, as a result are more passive and lack resilience when approaching cognitively challenging activities.
5	The attainment gap between disadvantaged pupils and non-disadvantaged pupils remains at least 10% in writing and maths. There is no attainment gap in reading

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
Improve combined Reading/Writing/Maths outcomes for disadvantaged pupils, with a specific focus on writing.	- Disadvantaged RWM outcomes increase from 67% (2024/25) to at least 72% in 2025/26. - The school-to-national non-disadvantaged gap reduces from -3pp to 0pp. - Writing outcomes for disadvantaged pupils increase from 67% to 75%, reducing the writing gap (currently -12pp) by at least 6pp.

Increase the proportion of disadvantaged pupils achieving the expected standard in the Year 4 Multiplication Tables Check (MTC).	• School MTC average increases from 20.2 (2025) to 21.5+ in 2026. • Disadvantaged pupils meet or exceed the whole-cohort average. • High-quality fluency teaching embedded across KS2.
Extend the attainment and progress of more able disadvantaged pupils.	• Increase the proportion of more able disadvantaged pupils achieving Greater Depth in KS2 reading, writing, and maths. • High expectations in books and lesson visits demonstrate consistent challenge. • Reduction in passive learner behaviours and increased resilience.
Ensure all disadvantaged pupils access enrichment, trips and wider curriculum provision.	• 100% of disadvantaged pupils access trips and visits due to the 25% subsidy. • Every disadvantaged pupil participates in at least one extracurricular or enrichment activity. • Pupil voice evidences increased cultural capital awareness and engagement.

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.

1) Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £8,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole-staff CPD on effective pedagogy (instructional coaching, modelling, scaffolding, adaptive teaching)	EEF: High-quality teaching disproportionately benefits disadvantaged pupils; strong evidence that explicit instruction and modelling accelerate progress in writing and maths	1, 3, 5
CPD on curriculum sequencing and subject knowledge, ensuring emphasis on retrieval to address knowledge retention	Data shows disadvantaged pupils achieve strong reading and maths outcomes but require improved retention and writing fluency. RWM combined gap is currently -3pp	1, 5
Behaviour and relationships CPD to embed consistent teaching routines and expectations	EEF: Consistent routines reduce cognitive load and increase time on task, benefitting vulnerable pupils the most.	3
Training all staff on MTC fluency strategies, including daily rehearsal and manipulatives for conceptual understanding	School MTC score 20.2, slightly below national 21; EEF maths guidance recommends daily fluency practice.	1, 5
Ongoing coaching for challenge for more able disadvantaged pupils	Disadvantaged GDS proportion remains lower than non-disadvantaged; high expectations lift outcomes.	4

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

Budgeted cost: £10,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of HLTA(s) to deliver structured interventions in reading, writing, maths across KS1 & KS2 (including disadvantaged pupils)	HLTA-led intervention aligns with strong EEF evidence for targeted small group tuition (+4 months progress). Disadvantaged writing outcomes need improvement (67%, gap -12pp).	1, 5
Year 4 targeted MTC intervention groups led by HLTA	MTC outcomes fluctuate (18.5–22.9); disadvantaged fluency requires precision teaching.	1, 5
Daily 1:1 reading for lowest 20% including disadvantaged pupils	Reading outcomes strong (83%), but consistency required to maintain advantage and support writing development through vocabulary exposure.	1
Targeted GDS groups for more able disadvantaged pupils , particularly in maths problem solving and writing composition	Data shows need to extend high attainers; writing GDS gap remains notable	4
Tutoring (school-led) for disadvantaged pupils in Y6 working just below expected	RWM combined for disadvantaged pupils improving (67% vs 47% national), but gap to non-disadvantaged remains.	5

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

Budgeted cost: £4,220

Activity	Evidence that supports this approach	Challenge number(s) addressed
25% subsidy for all visits, trips and residential for disadvantaged pupils	Removes financial barriers; directly addresses Challenge 2 (access to opportunities).	2, 3
Provision of extracurricular clubs at no cost for disadvantaged pupils	Research shows strong correlation between enrichment and improved attainment, cultural capital, and attendance.	1, 2
Family support and attendance monitoring, particularly for persistent absence risk groups	EEF: Parental engagement strategies improve outcomes by up to +4 months; attendance strongly correlates with attainment.	3
Nurture and wellbeing interventions (emotion coaching, small group sessions, mentoring)	Addresses emotional barriers that limit resilience and persistence—particularly for more able disadvantaged pupils.	3, 4
Behaviour support and structured breaktime provision	Ensures disadvantaged pupils experience safe, inclusive social environments and smooth return to learning.	3

TOTAL BUDGETED COST: £22,720

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 2024/25 academic year.

In 2024–2025, outcomes for disadvantaged pupils at Ranskill Primary School showed a broadly positive profile with several areas of strong performance, particularly when compared to national benchmarks. Across the combined Reading, Writing and Maths (RWM) measure, disadvantaged pupils achieved 67%, significantly outperforming the national disadvantaged average of 47%. This reflects a 20 percentage-point advantage and places the school above national for combined outcomes. When compared to national non-disadvantaged pupils (69%), the school's disadvantaged cohort demonstrated a further closing of the attainment gap, with the school registering a -3 percentage-point gap, a significant improvement on the latest three-year average gap of -8pp.

Reading outcomes continue to be a standout area of strength. Disadvantaged pupils achieved 83%, which not only exceeds the national disadvantaged reading average of 63% but also surpasses the national non-disadvantaged benchmark of 81%. This indicates that disadvantaged pupils at Ranskill are performing at least in line with, and in this case above, their peers nationally.

Maths outcomes for disadvantaged pupils remain exceptional. The cohort achieved 100%, greatly exceeding the national disadvantaged average of 61% and outperforming the national non-disadvantaged figure of 81%. This represents a +19 percentage-point advantage over national non-disadvantaged pupils and is consistent with the school's three-year trend of high maths performance among disadvantaged learners.

Writing, however, presents a clear area for development. Disadvantaged pupils achieved 67% in teacher-assessed writing. While this remains above the national disadvantaged average of 59%, the gap to national non-disadvantaged pupils remains significant at -12 percentage points, widening from the three-year average writing gap of -8pp. This indicates that writing is the key component in preventing more disadvantaged pupils from achieving RWM combined at higher rates.

Multiplication Tables Check (MTC) outcomes for the whole cohort demonstrate variability over time, with scores fluctuating from 18.5 (2023) to 22.9 (2024) and 20.2 in 2025. However, the three-year average (20.5) sits close to national (20.6), and the positive 2024 spike indicates the impact of strengthened fluency teaching. Continued emphasis

on Y4 multiplication fluency is required to secure consistency and raise disadvantaged scores above national.

Wider participation indicators also improved. Enrichment access increased for disadvantaged pupils, supported by ongoing financial subsidies. However, to ensure that 100% of disadvantaged pupils access trips, residentials, and extracurricular opportunities, the continuation of financial support (including the 25% discount) remains essential. This is particularly important given the school's contextual challenge around limited local cultural capital and cost-related barriers to wider experiences

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
White Rose Maths Premium Resources	White Rose Maths
Testbase – for Y6 in particular	Testbase
Spag.com – All year groups spag quizzes	Spag.com
Accelerated Reader inc. star reader assessment	Renaissance Place
Charanga Music Curriculum	Charanga
CGP	CGP