

Pupil premium strategy statement – The Ramsey Academy

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School overview

Detail	Data
Number of pupils in school	2025/26 = 713 2026/27 = 685
Proportion (%) of pupil premium eligible pupils	2025/26 = 27.9%
Academic year/years that our current pupil premium strategy plan covers <i>(3-year plans are recommended – you must still publish an updated statement each academic year)</i>	2025-2028
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Christian Appleford
Pupil premium lead	Beth Howkins - 2025/26 Kate Smalley – 2026/27
Governor / Trustee lead	Governor = • Karen Boyles - 2025/26 • Sue Freear / Jim Bond - 2026/27 • Rachel Dunn (Trust PP Lead)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	2025-26 = £198,888 2026-27 = £194,700
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£194,700

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 (for example, CPD, recruitment and retention)

Budgeted cost: £95,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
The school's PPG 1, 2, 3 teaching and learning strategy will be firmly embedded, evidenced in learning walks, subject reviews and book checks.	EEF High Quality Teaching	1, 3
Progress of pupil premium students will be tracked and monitored through data analysis by the senior leadership team (led by the PPG lead), HOFs and other school leaders. This monitoring will inform timely and appropriate interventions within the classroom setting.	EEF High Quality Teaching	1, 3, 4

Teaching and learning CPD will be centred on creating a consistent approach to High-Quality Inclusive Teaching in each classroom (utilising Rosenhine principles of instruction). This will focus on checking for understanding to ensure accurate diagnosis of barriers within each classroom and subject area is possible.	EEF High Quality Teaching	1, 3
Secured appointment of a maths tutor to offer additional capacity to deliver numeracy intervention within the faculty area (completed 25/26). 26/27 - use of English subject specialist tutoring within timetable as extended interventions costings	EEF one to one Tuition	3, 4

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

Budgeted cost: £85,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Students will take bi-annual FFT reading tests. This data will then be used to provide additional support through intervention and/or one-to-one support. Follow up testing will be used to evaluate the impact any intervention is having.	EEF Reading Comprehension Strategies	1, 3
Phased reading intervention plan and associated support packages purchased e.g. Bedrock	EEF Reading Comprehension Strategies	1, 3
Library lessons will be reintroduced, with students accessing a personalised literacy platform to improve their fluency and comprehension.	EEF Reading Comprehension Strategies	1, 3, 4
Catch-up and revision sessions for KS4 students during the half term breaks (October, February and Easter) -internal, external e.g. IMPRESS, Elevate	EEF Small Group Tuition	1, 2, 3, 4
One-to-one online tuition provided to students in English and/or Maths through external agencies such as MyTutor, Action Tutoring, Purple Ruler and Ed Class.	EEF Small Group Tuition	1, 2, 3, 4

To monitor and maintain uptake of PPG students who attend afterschool revision sessions, providing additional support to enable them to stay.	EEF Small Group Tuition	1, 3, 4
Continue to promote breakfast club to PPG students to provide them with a nutritious meal before the school day starts as well as an opportunity to develop positive relationships with other students.	EEF Magic Breakfast Trial	1, 3, 4
Establish a KS3 reading mentor scheme to support students in increasing their reading age, ensuring PPG students are assigned appropriately and proportionately.		
To promote participation in enrichment activities to ensure PPG students are (proportionately) represented in clubs, activities, trips and student leadership positions. Funds to be made available to support where appropriate.	EEF Extending School Day	2, 3, 4
Host events which increase parental engagement with the school, centred on raising attainment and achievement. These include a minimum of two parents' evenings and two revision-style evenings.	EEF Parental Engagement	3, 4

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

Budgeted cost: £39,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupil Premium Lead will regularly communicate with the attendance team on progress and strategies, with a directly targeted PP focussed meeting held with leaders once per half term to monitor attendance and discuss individual concerns. Clear, actionable steps will be created following these meetings.	EEF Supporting Attendance	2, 3
Attendance team to praise and reward students who are eligible for PPG for good or improved attendance where appropriate.	EEF Supporting Attendance	2, 3
Pupil Premium Lead (supported by trust colleagues and Pastoral Managers) to complete student voice with PPG students regularly throughout the year to understand potential barriers to learning.	EEF Guide to Implementation	2, 3
PPG students are prioritised in receiving independent careers advice to discuss and plan for their destination after completing their GCSEs.	EEF Careers Education Summary	3

Creation of additional administration responsibility post to support PPG families	EEF Parental Engagement	2, 3, 4
Pupil Premium Lead and/or Pastoral Managers to contact PPG families in advance of key events to ensure attendance.	EEF Parental Engagement	2, 3, 4
Pupil Premium Lead to work alongside families to remove barriers that may be stopping them attending extra-curricular and other enrichment activities, including providing financial support.	EEF Parental Engagement	3, 4
PPG students, where appropriate, to receive letters of commendation, rewards and/or incentives for their behaviour for learning in school.	EEF Improving Behaviour in Schools	2, 3
PPG students in year 9 to have opportunity to participate in Commando Joes DFE pilot first year (selected students)	EEF Improving Behaviour in Schools	2, 3

Total budgeted cost: £219,000.

Part B: Review of the previous academic year 2025-26.

Outcomes for disadvantaged pupils

Attainment - Improve outcomes for all Pupil Premium Grant (PPG) students to bring attainment in line with the expected levels of progress

For the academic year 2025-2026, PPG students achieved an Attainment 8 score of 32.3, with their average point score 3.23. This is in comparison to the entire cohort's Attainment 8 score of 46.42, and an average point score of 4.53. The Attainment 8 gap was 14.12, with an average point score gap of 1.3. However, the attainment of PPG students was at its second highest since 2022-2023, with an Attainment 8 improvement of 1.91 from 2024-2025, and 3.92 from 2022-2023.

30% of students eligible for PPG achieved a Grade 4 in English and Maths, with 27% achieving a Grade 5 in both. For Grade 5, this is an improvement of 13% versus the previous year.

Literacy & Reading - Improve reading comprehension, vocabulary and other literacy skills

Since the introduction of Bedrock Learning into the English curriculum, students at The Ramsey Academy (including those eligible for PPG) have read 1,827,750 total words, averaging 4,415 words per student. When comparing pre and post-test assessment scores, students eligible for PPG have made, on average, a 28% improvement in their test scores, demonstrating a significant improvement in their comprehension of vocabulary.

Attendance. - Narrow the attendance gap between PPG eligible students and the rest of the school cohort

We have introduced a range of targeted, support-first approaches designed to improve attendance among disadvantaged students and reduce the attendance gap between Pupil Premium pupils and their peers.

Attendance data is monitored rigorously by pupil characteristic, enabling leaders to identify emerging concerns and intervene at an earlier stage. Alongside this, we have prioritised relationship-building with disadvantaged families before attendance concerns become entrenched, ensuring support is proactive rather than reactive.

To increase engagement and belonging, attendance recognition systems have been redesigned to celebrate improvement and positive attendance habits, not solely 100% attendance. *Weekly Attendance Hero* awards recognise students who have demonstrated improvement, resilience or commitment to attending school. The award process is weighted to increase the likelihood of recognition for Pupil Premium pupils, helping to raise aspirations and reinforce positive attendance behaviours.

In addition, targeted attendance incentives are used during identified attendance challenge days within specific year groups. For example, where analysis identifies lower attendance on particular days of the week, pupils attending on those days are entered into a weekly reward draw. Pupil Premium pupils, Young Carers and students experiencing Emotionally Based School Avoidance (EBSA) receive additional entries, providing enhanced encouragement for groups most vulnerable to persistent absence.

These approaches aim to strengthen school belonging, increase motivation to attend, and ensure disadvantaged pupils experience positive reinforcement for improved attendance behaviours. The school has already seen an improvement in disadvantaged attendance when compared to 2024/25 and has a strong focus in continuing these improvements / closing the gaps between non-disadvantaged cohorts in year 2 and 3 of this strategy.

Enrichment, engagement and aspirations. - Enable learning opportunities and enhance Cultural Capital

- Since January, a new house system has been launched, comprising **Courtauld, Yousafzai and Attenborough**, creating greater opportunities for participation, leadership, competition and belonging for all students, including those eligible for Pupil Premium.
- A programme of inter-house competitions and events has been introduced to increase engagement, school pride and the joy of school, supporting wider participation from PPG students.
- The whole of **Year 10 attended an Apprenticeship Fair**, broadening awareness of post-16 pathways and raising aspirations for future careers.
- Targeted students attended a visit to **Braintree Sixth Form**, providing first-hand experience of further education opportunities and encouraging progression to higher levels of study.
- The whole of **Year 11 attended a Careers Fair**, engaging with employers, colleges, universities and training providers to support informed post-16 decision making.
- All **Year 10 students completed a work experience placement**, developing employability skills, confidence and understanding of the workplace.
- A targeted **Year 9 PPG focus group** is participating in the **Future Ready Project**, providing additional opportunities to develop aspirations, resilience and career readiness.
- Through the PSHE curriculum, all **Year 10 students participated in The Sex Factor programme**, whilst all **Year 9 students completed consent workshops**, enhancing personal development, knowledge and informed decision making.

- Enrichment opportunities have been significantly expanded through a wider range of clubs, competitions, educational visits and experiences, ensuring greater access to extra-curricular activities and cultural capital.
- **75.4% of PPG students have participated in at least one enrichment activity this year**, demonstrating increased engagement beyond the classroom. This demonstrates a rising trend across 3 years:

Year	% of non DA students attending clubs	% of whole school cohort of DA students attending clubs
23/24	48.8%	40.5%
24/25	64.7%	55%
25/26	55.9%	75.4%

- The proportion of disadvantaged students accessing enrichment clubs has grown year on year, increasing by almost 35 percentage points since 2023/24. The 2025/26 figure of 75.4% exceeds that of non-disadvantaged students, indicating that the school's focus on removing barriers and promoting enrichment has had a positive impact on engagement and cultural capital.
- These opportunities have helped to raise aspirations, improve engagement with school and ensure that PPG students have access to the same experiences and opportunities as their peers.
- **Cultural Capital** sessions in tutor time have enriched students' experience of the wider world.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
SENECA	
SPARX	
Bedrock	
Pupil Progress	
Purple Ruler	
Elevate / Other motivational speakers	
Impress	
My Tutor / Ed Class	
Sex Factor + Consent workshops	Tip of the Iceberg
Dr Frost Maths	
Phonics (Abigail Steel Programme)	
Commando Joes	

Further information (optional)

The Ramsey Academy is dedicated to ensuring that High-Quality Inclusive Teaching (HQIT) is evident in every classroom. With a clear focus on upskilling staff and monitoring HQIT, we ensure that all students receive a provision that promotes attendance, attainment and early interventions so that Pupil Premium strategies are part of our core practice and benefit the whole school community.

We ensure the inclusion and accessibility of disadvantaged students in the curriculum and wider life of the school by promoting the strength of our curriculum offer. Where alternative provisions and reasonable adjustments are made in exceptional circumstances following a primary ethos where we address the needs of all students in the classroom first. This ensures every learner has the opportunity to benefit from our expert staff and resources as part of our school community and develops a sense of belonging in the classroom.