

Pupil Premium Strategy Statement



This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) 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 effect that last year's spending of pupil premium had within our school.

School Overview

Detail	Data
School name	Roehampton CE Primary School
Number of pupils in school	144
Proportion (%) of pupil premium eligible pupils	41.7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22 to 2023/24
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
Statement authorised by	Lynn Anderson Executive Head Teacher
Pupil Premium Lead	Ruth Azurdia Deputy Head Teacher
Governor / Trustee Lead	Joshua Rey Chair of Governors

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£86,255
Recovery premium funding allocation this academic year	£20,341
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	£107,596

Part A: Pupil Premium Strategy Plan

Statement of Intent

Common barriers to learning for disadvantaged children, can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”. We consider fully the needs of Roehampton Church School pupils in our decision-making.

Our ultimate objectives are:

- To ensure the attainment gap between disadvantaged and non-disadvantaged pupils does not appear.
- For all disadvantaged pupils in school to continue to make or exceed nationally expected progress rates.
- To support our children’s health and wellbeing to enable them to access learning at an appropriate level.

We aim to do this through:

- Ensuring that teaching and learning opportunities meet the needs of all the pupils
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- Recognising that not all pupils who receive free school meals will be socially disadvantaged
- Recognising that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We use our knowledge of pupils and families to identify pupils we consider need extra support and reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

The range of provision the Governors will consider making for this group include:

Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved.

Allocating a ‘Pupil Premium’ / ‘Catch Up’

- Providing small group work focussed on overcoming gaps in learning and running appropriate interventions as required. Ensuring all teaching assistants are used effectively to support pupil premium children. This may include additional training as required to overcome the children’s barriers to learning.
- Supporting payment for trips and activities.
- Ensuring children have first-hand experiences to use in their learning in the classroom.
- Behaviour support for children that require additional support to regulate their emotions to engage with learning effectively.

Challenges

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

Challenge Number	Detail of Challenge
1	Lower attendance of Pupil premium children, including persistent absentees.
2	Limited opportunities/ life experiences beyond their home and immediate community.
3	Missed / forgotten learning due to school closures could affect slower progress rates towards end of key stage expectations / attainment and generally across the school.
4	Impact of school closure due to Covid-19 on pupil wellbeing and emotional support for all pupils, including those eligible for PP.

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
The percentage of pupil premium children that have low attendance including persistent absenteeism falls in line with non-pupil premium figures.	All figures regarding absenteeism show no negative relationship for pupil premium children. Attendance hits the schools target of 95%.
All pupils are exposed to a breadth of experiences that enable them to contextualise their learning. Pupils love learning and have access to an engaging, broad and varied curriculum.	The curriculum will provide pupils with and exciting, varied curriculum. <ul style="list-style-type: none">• Teachers and support staff will plan a wide range of visits, hook events and experiences to inspire and enhance learning and make it memorable.• Children will be exposed to a wide range of social, cultural, enrichment and sporting experiences within and outside of the school day.• Home learning is organised effectively to support the links between home and school to enrich the children's learning experiences more.
TAs deployed effectively to support catch-up across the school. Training in place to enable	Pupil premium children who have fallen behind make accelerated progress and close

effective provision. Teachers provide booster catch-up sessions	the gap in their learning to reach and exceed age related expectations.
Increased well-being and emotional support for all pupils, including those eligible for PP.	Support groups continued for PP children with therapist and ELSA trained TAs when required. Focus on emotional regulation across school and raised awareness of everyone's mental health through the work of the Inclusion and Wellbeing lead.

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: £75,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>All staff engagement in 'in house' CPD to support Quality first Teaching using our experienced staff and external specialists. Staff meetings to include:</p> <ul style="list-style-type: none"> • Metacognition Memory • Emotional regulation • Use of support staff • Social communication difficulties • Effective use of questioning • Development of curriculum to meet all learners needs • Effective monitoring from subject leads 	<p>Wandsworth document Ordinarily Available Offer. Endowment Foundation – Teaching and Learning Toolkit: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p> <p>Endowment Foundation – Maximising Learning https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</p>	1, 2, 3 & 4

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
<p>Targeted booster and catch up sessions by teaching staff before and after school.</p> <p>1:1 targeted sessions during the school day with support staff.</p> <p>Training provided for specific staff.</p>	<p>Internal assessment data to identify children that have fallen behind.</p> <p>Internal assessment data to identify children that have fallen behind</p>	1, 2, 3 & 4

Wider Strategies

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

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Specific monitoring of absenteeism for PP and vulnerable groups by Inclusion and Wellbeing lead.	Children who have poor attendance and are absent from school will fall behind.	1, 2, 3 & 4
Mentoring by CFC in the community for children who are exhibiting difficulty in controlling their emotions.	Children who struggle to regulate their emotions cannot attend to their learning and as a result will fall behind and miss learning.	3
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf educationendowmentfoundation.org.uk</p>	1, 2, 3 & 4

professional development and training for staff through P2Be		
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Total budgeted cost: £108,000

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 2020 to 2021 academic year.

Our internal assessments during 2020/21 suggested that some of the disadvantaged children were performing lower than non-disadvantaged children. Because of the disruption caused in the education of the children due to the pandemic, the outcomes for these children were not fully realised. Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended.

The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by the teachers running up to 3 live lessons per day and a high number of disadvantaged children being provided in person spaces.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

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
Phonics and online reading	Little Wandle
Mathletics	Mathletics

Further information

The school supported families last year during the lockdown in a number of ways, these include:

- School provided print outs, school laptops, equipment and books to vulnerable families during the lockdown period.
- SLT organised food parcels donated to school to be collected by PP children.
- SLT organised food vouchers for local store prior to national scheme being rolled out
- Phone calls home made and emails sent regularly by staff
- A food bank was created in school to provide support to vulnerable families
- Parent and child mental health support through Place 2 Be's school manager

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- 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.
- Ensuring a wide and relevant curriculum is being taught to inspire children and build key skills of resilience, knowledge of the world and current global issues e.g. Eco.