

# Pupil Premium Strategy Statement



This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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 Church Forest Primary School
Number of pupils in school	128
Proportion (%) of pupil premium eligible pupils	38.3%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024 / 2025 – 2027/2028
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Lynn Anderson Executive Head Teacher
Pupil Premium Lead	Ruth Azurdia Deputy Head Teacher
Governor / Trustee Lead	Paul Nicholls Chair of Governors

## Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£72,520
Recovery premium funding allocation this academic year	£5,269
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£77,789

## 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 learning due to illness and holiday's being taken during term time - could affect slower progress rates towards end of key stage expectations / attainment and generally across the school.

## 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%.
<p>All pupils are exposed to a breadth of experiences that enable them to contextualise their learning.</p> <p>Pupils love learning and have access to an engaging, broad and varied curriculum.</p> <p>Support for children with social and emotional challenges - boost inclusivity and wellbeing.</p>	<p>The curriculum will provide pupils with an exciting, varied curriculum.</p> <ul style="list-style-type: none"> <li>• Teachers and support staff will plan a wide range of visits, hook events and experiences to inspire and enhance learning and make it memorable.</li> <li>• Children will be exposed to a wide range of social, cultural, enrichment and sporting experiences within and outside of the school day.</li> <li>• Home learning is organised effectively to support the links between home and school to enrich the children's learning experiences more.</li> <li>• Introduction of Forest School to enable focussed outdoor learning skills and the development of all children with particular focus on PP, SEND &amp; EAL</li> </ul>
Teaching Assistants (TAs) deployed effectively to support catch-up across the school.	Pupil premium children who have fallen behind make accelerated progress and close

Training in place to enable 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: £60,000

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"> <li>• Metacognition Memory</li> <li>• Emotional regulation</li> <li>• Use of support staff</li> <li>• Social communication difficulties</li> <li>• Effective use of questioning</li> <li>• Development of curriculum to meet all learners needs</li> <li>• Effective monitoring from subject leads</li> </ul>	<p>Wandsworth document Ordinarily Available Offer. Endowment Foundation – Teaching and Learning Toolkit:  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</a></p> <p><a href="#">Forest School</a> impact on children.</p>	1, 2 & 3

## Targeted Academic Support

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

Budgeted cost: £8,000

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

## Wider Strategies

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

Budgeted cost: £18,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Specific monitoring of absenteeism for PP and vulnerable groups by Inclusion and Wellbeing lead.</p>	<p>Children who have poor attendance and are absent from school will fall behind.</p>	1, 2 & 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 professional development and training for staff through P2Be</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><a href="#">Place2Be</a></p>	1, 2 & 3

<p>Wandsworth Music to support children's emotional wellbeing</p> <p>Forest School activities &amp; development - every week across the school Nursery to Year 6.</p>	<p><a href="#">Children's Society</a></p> <p><a href="#">Forest School</a> impact on children.</p>	
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**Total budgeted cost: £86,000**

# 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 2023-2024 academic year.

Attainment & Progress Summary (2024)												Roehampton CofE Primary School				1a		
Key to shading	School	2019	2022	2023	2024	School - Over Time				England - Over Time				London 2024				
						School Change from 2023	Eng 2019	Eng 2022	Eng 2023	Eng 2024	2024 Difference from England							
>3* above Eng >1* above Eng within 1* of Eng >1* below Eng >3* below Eng						-15%	-5%	+5%	+15%					-15%	-5%	+5%	+15%	
*Number of pupils (see page 4 for explanation)																		
<b>EYFSP</b>	GLD	72%	42%	60%	50%	-10%				72%	65%	67%	68%	-18%			70%	Section 1b
<b>Yr1</b>	Achieving Threshold	100%	55%	82%	44%	-38%				82%	75%	79%	80%	-36%			82%	Section 1c
<b>KS1</b>	Reading TA	85%	81%	69%	81%	+12%				75%	67%	68%	-	-			-	Section 1e
	Writing TA	78%	75%	56%	63%	+7%				69%	58%	60%	-	-			-	Section 1e
<b>KS1</b>	Reading TA	19%	6%	25%	19%	-6%				25%	18%	19%	-	-			-	Section 1e
	Writing TA	15%	0%	13%	0%	-13%				15%	8%	8%	-	-			-	Section 1e
<b>KS1</b>	Reading TA	22%	6%	31%	19%	-12%				22%	15%	16%	-	-			-	Section 1e
	Writing TA	15%	0%	13%	0%	-13%				15%	8%	8%	-	-			-	Section 1e
<b>KS2</b>	Reading Test	73%	89%	89%	81%	-8%				74%	75%	73%	75%	+6%			80%	Section 1i
	Writing TA	87%	81%	81%	85%	+4%				79%	70%	72%	72%	+13%			77%	Section 1i
<b>KS2</b>	Reading Test	80%	78%	85%	89%	+4%				79%	72%	73%	74%	+15%			80%	Section 1i
	Writing TA	63%	70%	78%	81%	+3%				65%	59%	60%	61%	+20%			69%	Section 1i
<b>KS2</b>	Reading Test	83%	89%	85%	89%	+4%				79%	73%	73%	73%	+16%			80%	Section 1i
	Writing TA	23%	19%	30%	30%	-				27%	28%	29%	29%	+1%			34%	Section 1i
<b>KS2</b>	Reading Test	0%	15%	22%	15%	-7%				20%	13%	13%	13%	+2%			18%	Section 1i
	Writing TA	23%	19%	41%	33%	-8%				27%	23%	24%	24%	+9%			33%	Section 1i
<b>KS2</b>	Reading Test	0%	4%	19%	4%	-15%				11%	7%	8%	8%	-4%			12%	Section 1i
	Writing TA	47%	44%	56%	59%	+3%				36%	28%	30%	32%	+27%			43%	Section 1i
<b>KS2</b>	Reading Prog Score	+1.3	+0.7	+2.0						0.0	0.0	0.0	-	-				Section 1i
	Writing Prog Score	+0.2	+1.0	+2.2						0.0	0.0	0.0	-	-				Section 1i
	Maths Prog Score	+0.6	+0.6	+2.6						0.0	0.0	0.0	-	-				Section 1i

### Pupil Premium - Gap Analysis 2024

Year	Pupils	% Achieving Expected Level or Better in Each Aspect*												GLD	
		LAU	Speak	SR	MS	BR	GMS	FMS	Comp	Read	Write	Num	NP		
<b>EYFSP</b>	2024	5	+20.0%	+0.0%	+20.0%	+10.0%	+10.0%	+20.0%	+40.0%	+0.0%	+20.0%	+30.0%	+40.0%	+30.0%	+10.0%
	2023	5	-13.3%	+0.0%	-13.3%	+0.0%	-13.3%	+0.0%	+0.0%	-13.3%	-13.3%	-33.3%	+0.0%	+0.0%	-26.7%
	2022	4	+23.1%	+23.1%	+23.1%	+0.0%	+30.8%	+0.0%	+0.0%	-1.9%	-1.9%	-9.6%	-1.9%	-1.9%	+3.8%
<b>Phonics</b>	2024	5	-5.5%	-9.5											
	2023	4	-9.6%	+1.7											
	2022	8	-29.2%	-5.9											
<b>KS1</b>	2024	5	+20.0%	+10.0%	+20.0%	+0.0%	+20.0%	+30.0%	+0.0%	+30.0%	+0.0%	+30.0%	+0.0%	+0.0%	
	2023	7	-3.6%	-5.4%	+23.2%	+7.1%	-23.2%	+1.8%	-8.9%	+1.8%	-9.1%	+0.0%	+0.0%		
	2022	5	-1.8%	+7.3%	+36.4%	+5.5%	-9.1%	+0.0%	-9.1%	+0.0%	-9.1%	+0.0%	+0.0%		
<b>Year 3</b>	2024	8	-42.5%		8	+10.0%		8	+20.0%						
	2023	7	+27.4%		7	+15.5%		7	+33.3%						
	2022	0			0			0							
<b>Year 4</b>	2024	7	-9.5%		7	-12.7%		7	-23.8%						
	2023	7	-13.2%		7	-13.2%		7	-20.9%						
	2022	0			0			0							
<b>Year 5</b>	2024	7	+0.0%		7	+7.1%		7	+7.1%						
	2023	10	-1.5%		10	+8.5%		10	-4.6%						
	2022	0			0			0							
<b>KS2</b>	2024	11	-11.9%	-2.8%	-10.5%	-11.9%	-28.0%	+19.6%	-18.9%	-7.7%					
	2023	13	+23.1%	+7.7%	+15.4%	+15.4%	+0.0%	+0.0%	-7.7%	-7.7%					
	2022	12	-9.5%	-26.2%	-19.0%	-20.2%	-20.2%	-28.6%	+10.7%	-7.1%					

## 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*

<b>Programme</b>	<b>Provider</b>
Phonics and online reading	Little Wandle
Mathletics	Mathletics