

Pupil Premium Strategy Statement



This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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 | 145 |
| Proportion (%) of pupil premium eligible pupils | 37.9% |
| 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 2023 |
| Date on which it will be reviewed | December 2024 |
| Statement authorised by | Lynn Anderson Executive Head Teacher |
| Pupil Premium Lead | Lynn Anderson Executive Head Teacher |
| Governor / Trustee Lead | Joshua Rey Chair of Governors |

Funding Overview

| Detail | Amount |
|---|---------|
| Pupil premium funding allocation this academic year | £80,025 |
| Recovery premium funding allocation this academic year | £6,153 |
| 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 | £86,178 |

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 an 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 effective provision. Teachers provide booster catch-up sessions | Pupil premium children who have fallen behind make accelerated progress and close 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: £76,300

| 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>1, 2, 3 & 4</p> |

Targeted Academic Support

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

Budgeted cost: £9,500

| 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> | <p>1, 2, 3 & 4</p> |

Wider Strategies

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

Budgeted cost: £25,000

| 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> | <p>1, 2, 3 & 4</p> |
| <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>EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</p> | <p>1, 2, 3 & 4</p> |

Total budgeted cost: £110,800

Pupil Premium – Gap Analysis 2023

| | Year | Pupils | % Achieving Expected Level or Better in Each Aspect* | | | | | | | | | | | GLD |
|----------------|------|--------|--|--------------|--------|-----------------|-------------------|---|--------|--------|--------|--------|--------|--------|
| | | | LAU | Speak | SR | MS | BR | GMS | FMS | Comp | Read | Write | Num | |
| EYFSP | 2023 | 5 | -13.3% | +0.0% | -13.3% | +6.7% | -13.3% | -13.3% | +13.3% | -13.3% | -33.3% | +0.0% | -13.3% | -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% | |
| | 2019 | 6 | +0.0% | -5.6% | -5.6% | -22.2% | +0.0% | +0.0% | -5.6% | +11.1% | -11.1% | -11.1% | -5.6% | |
| EYFSP | Year | Pupils | PP | PCC | NW | CWM | BIE | *NB. 2019 comparisons show the closest equivalent aspect from the previous EYFSP framework (if available) - see the Appendix for more information | | | | | | |
| | 2023 | 5 | +0.0% | +0.0% | +6.7% | +6.7% | +6.7% | | | | | | | |
| | 2022 | 4 | +7.7% | +7.7% | +0.0% | +0.0% | +2.7% | | | | | | | |
| Phonics | Year | Pupils | 32+ | APS | | | | | | | | | | |
| | 2023 | 4 | -9.6% | +1.7 | | | | | | | | | | |
| | 2022 | 8 | -29.2% | -5.9 | | | | | | | | | | |
| KS1 | Year | Pupils | % Expected + | | | | % Greater Depth | | | | | | | |
| | 2023 | 7 | -3.6% | -5.4% | +23.2% | +7.1% | -23.2% | +1.8% | -8.9% | +1.8% | | | | |
| | 2022 | 5 | -1.8% | +7.3% | +36.4% | +5.5% | -9.1% | +0.0% | -9.1% | +0.0% | | | | |
| Year 3 | Year | Pupils | Reading | % Expected + | | % Greater Depth | | | | | | | | |
| | 2023 | 7 | +27.4% | 7 | +15.5% | 7 | +33.3% | | | | | | | |
| | 2022 | 0 | | 0 | | 0 | | | | | | | | |
| Year 4 | Year | Pupils | Reading | % Expected + | | % Greater Depth | | | | | | | | |
| | 2023 | 7 | -13.2% | 7 | -13.2% | 7 | -20.9% | | | | | | | |
| | 2022 | 0 | | 0 | | 0 | | | | | | | | |
| Year 5 | Year | Pupils | Reading | % Expected + | | % Greater Depth | | | | | | | | |
| | 2023 | 10 | -1.5% | 10 | +8.5% | 10 | -4.6% | | | | | | | |
| | 2022 | 0 | | 0 | | 0 | | | | | | | | |
| KS2 | Year | Pupils | Reading | Writing | Maths | RWM | % Higher Standard | | | | | | | |
| | 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

| Programme | Provider |
|----------------------------|---------------|
| Phonics and online reading | Little Wandle |
| Mathletics | Mathletics |

The school supported families last year

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. Sustainability.