Pupil premium strategy statement – (2024 – 2025)

This statement details our school's use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	264
Proportion (%) of pupil premium eligible pupils	24.2%
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended)**	2022/2023 – 2024/2025
Date this statement was published	2nd December 2024
Date on which it will be reviewed	14th July 2025
Statement authorised by	Sarah Bradford, Headteacher
Pupil premium lead	Cassie Davies, Deputy Headteacher
Governor lead	Helen Flynn, Governor responsible for data

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£78,310
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£78,310

Part A: Pupil premium strategy plan

Statement of intent

At Roydon Primary School, we value the abilities and achievements of all our pupils and are committed to providing each pupil with the best possible environment for learning. We recognise that each child is unique and will have different needs that may well vary throughout their time in the school. We have planned to spend our Pupil Premium funding to try to give them all the support that they need to set and reach challenging goals.

We believe in maximising the use of the Pupil Premium Grant (PPG) by developing a long-term strategy aligned to the School Improvement Plan. This enables us to implement a blend of short medium and long-term interventions, wider school improvements, and improve readiness to learn.

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and enjoy high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and/or additional needs and the activities we have outlined in this statement are also intended to support their needs.

High-quality, first-class teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and, at the same time, will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through intervention delivered by school staff for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they are set;
- act promptly to intervene at the point need is identified;
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Challenges

Overcoming barriers to learning is at the heart of our PPG use. We understand that needs and costs will differ depending on the barriers to learning being addressed. As such, we do not automatically allocate personal budgets per pupil in receipt of the PPG. Instead, we identify the barrier to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly.
This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Social, emotional and mental health
2	Gaps in reading, writing, maths and phonics
3	Speech, language and communication
4	Attendance and punctuality
5	Access to wider opportunities, including physical activity
6	Parental engagement
7	Pupils arrive at school unprepared for learning

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
Reduce the gap between non-PP and PP pupils achieving in line with national data in reading, writing and maths in all year groups.	End of year data (in-house and statutory) show an upward trend of PP pupils achieving in line with national averages in all subjects.
Children's well-being does not negatively affect their readiness to learn, their attainment or their achievement.	Children are reported to be attentive in lessons, and emotional and social challenges are resolved outside learning time.
Pupils' participation and achievement in the wider curriculum and extra-curricular activities is in line with non-PP pupils.	Pupil voice shows an understanding of the wider curriculum available to them, and a level of involvement comparable with non-PP pupils.
Parents engage with their children's learning and understand the importance and value of it.	Parents of PP children have high aspirations for their futures.
Attendance for pupil premium children improves and persistent absence reduces.	Attendance data indicates that the gap between school and national is reducing.

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: £27,669

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional teaching assistant support in class to allow for phonics to be taught with fidelity to Little Wandle across mixed-age classes. (£6,456)	Phonics approaches have consistently been found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress over the course of a year.	2, 3
Increased teaching assistant hours to provide small group tuition in the classroom during lessons in all classes across the school. (£20,313)	Evidence shows that small group tuition that is closely matched to learners' needs and includes detailed feedback, such as is the case in guided reading activities, can contribute an additional four months' progress over the course of a year.	2, 3
Subscriptions to phonic, writing and SPaG scheme to maintain access to online CPD for new staff and as refreshers for existing staff. (£900)	Research tells us that high quality teaching can narrow the disadvantage gap, and promoting effective professional development plays a crucial role in improving classroom practice and pupil outcomes.	2, 3

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

Budgeted cost: £35,422

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional KS2 TA support for pre-teaching and follow up afternoon sessions. (£8,744)	Evidence indicates that one-to-one tuition can be effective, providing approximately five additional months' progress on average. The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year.	2, 3
Additional TA support to deliver specific interventions from Reception to Year 6. (£21,456)	Evidence indicates that one-to-one tuition can be effective, providing approximately five additional months' progress on average. The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year.	2, 3
Part-time staff trained and paid to hear children read daily. (£1,609)	Evidence indicates that one-to-one tuition can be effective, providing approximately five additional months' progress on average. The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year.	2, 3
Daily phonic support (½ hour) for Keep Up sessions. (£3,613)	Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress.	2, 3

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

Budgeted cost: £15,219

Activity	Evidence that supports this approach	Challenge number(s) addressed
Mid-morning toast, free for all infant children and junior FSM children, and at a nominal cost for others. Breakfast provided for all Year 6s during SATs Week (£2,875)	Studies have shown that a mid-morning snack can increase alertness, contentment and sociability, and can decrease levels of anxiety	7
A total of eight hours each week PSA support for families in need of advice, parenting guidance, attendance and punctuality, etc. including working with children in school. (£5,987)	The average impact of successful social and emotional learning interventions is an additional four months' progress over the course of a year.	1, 4, 6, 7
Increase from one to two afternoons of pastoral support each week to work with children through sand play, ELSA, Drawing & Talking, and Advanced Drawing & Talking. (£1,505)	The average impact of successful social and emotional learning interventions is an additional four months' progress over the course of a year.	1, 3, 7
Reward scheme to promote 100% attendance each week. (£390)	The average impact of approaches involving extending school time is about an additional three months' progress over the course of a year.	4, 6
Financial support for PP families whose children are due to take part in residential visits. (£1,142)	Outdoor adventure learning studies report wider benefits in terms of self-confidence and self-efficacy.	5
MSA support at lunchtime to lead children in playing games, buddying up and providing pastoral support as required. (£3,320)	The average impact of successful social and emotional learning interventions is an additional four months' progress over the course of a year.	1, 5

Total budgeted cost: £78,310

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Assessments were carried out in the Autumn Term 2024 through teacher assessment and standardised tests. The following comparisons can be drawn:

- In writing, the percentage of Pupil Premium children working above age-related expectations exceeded the percentage of non-Pupil Premium children by 10% in Year 3 and 4% in Year 6;
- In reading, the percentage of Pupil Premium children in Year 4 attaining the expected standard matched the percentage of non-Pupil Premium children (80%), and in Year 3, the percentage achieving greater depth exceeded non-Pupil Premium children by 10%;
- In maths, the percentage of Pupil Premium children working at greater depth exceeded the percentage of non-Pupil Premium children by 10% in Years 2 and 3.

Our pastoral TA is working at capacity for her two afternoons of well-being support each week through ELSA, Drawing and Talking, Advanced Drawing and Talking and sand play. Additionally, she provides a weekly lunchtime drop-in counselling session for children in KS2. Our PSA is still working at capacity with children in school and their families at home.

Around 53% of children have toast each day.

Comparable attendance data is not available to demonstrate the impact of attendance rewards as this followed Covid-19 and lockdowns, both of which had an unprecedented impact on attendance, even when schools reopened.

The impact of the school's contribution to educational visits is evidenced by children attending residentials who otherwise would not have done due to financial circumstances, but otherwise is anecdotal with children describing such experiences as like being on holiday and being the best days EVER!

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
Little Wandle Letters and Sounds	Wandle Learning Trust
The Write Stuff	Jane Considine Education
Kapow Primary	Dimensions Curriculum