

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	Roe Farm Primary School
Number of pupils in school	373
Proportion (%) of pupil premium eligible pupils	35.1%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	Sept 2023 – July 2025
Date this statement was published	December 2024
Date on which it will be reviewed	September 2025
Statement authorised by	M Dodson
Pupil premium lead	M Davenport
Governor / Trustee lead	L Puszczynski

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£193,880
Recovery premium funding allocation this academic year	£0
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	£193,880
<i>Figures based on 131 eligible pupils.</i>	

Part A: Pupil premium strategy plan

Statement of intent

At Roe Farm Primary School, we believe that **'together we make a difference'**. Our pupil premium strategy is a fundamental aspect of this mantra as we work hard with our community to increase opportunities, develop cultural capital and provide everyone with skills and knowledge they need to achieve.

We have adopted the tiered approach as recommended by the Education Endowment Foundation (figure 1) and continue to base our approaches on their strategy suggestions. The primary focus of this is to ensure that all teaching is of a high standard as this will make the biggest difference to our disadvantaged pupils whilst also benefitting the wider school population (figure 2). Through really getting to know our pupils, we are able to ensure that they receive the best targeted support where necessary.

Our aims are:

- To ensure that teaching and learning opportunities meet the needs of all the pupils.
- To ensure that appropriate provision is made for pupils who belong to vulnerable groups, this means that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- To identify the priority classes, groups or individuals, through careful needs analysis, so that funding and resources can be most effectively deployed.

This may be achieved by (and not limited to):

- Ensuring all teaching is good or better.
- To allocate an experienced enhanced teaching assistant to each class to provide small group work focussed on overcoming gaps or barriers to learning.
- 1:1 support
- Specific intervention work.
- Support payment for activities so that all pupils gain the cultural capital they require for continued success.
- Behaviour support.

A tiered approach to Pupil Premium spending

Considering a tiered approach to Pupil Premium spending can help schools balance approaches to improving teaching, targeted academic support and wider strategies.

1 Teaching

Spending on improving teaching might include professional development, training and support for early career teachers and recruitment and retention. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending.

2 Targeted academic support

Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy.

3 Wider strategies

Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support. While many barriers may be common between schools, it is also likely that the specific features of the community each school serves will affect spending in this category.



Adopting a tiered approach

The tiered approach is a guide, not a prescription. Many strategies will overlap categories, and the balance between categories will vary from year to year as schools' priorities change. However, the idea of tiers of support can offer a useful framework for thinking about how to balance different forms of spending.

Schools can also use a tiered approach to help focus on a small number of strategies that are likely to make the biggest difference. For example, a school with high Pupil Premium funding might select two to three priorities in each category, considering the support for successful implementation that needs to be in place and how their chosen approaches work together, rather than creating a longer list of strategies that will each receive less attention.

Figure 1. Education Endowment Foundation 2019

Why focus on teaching?

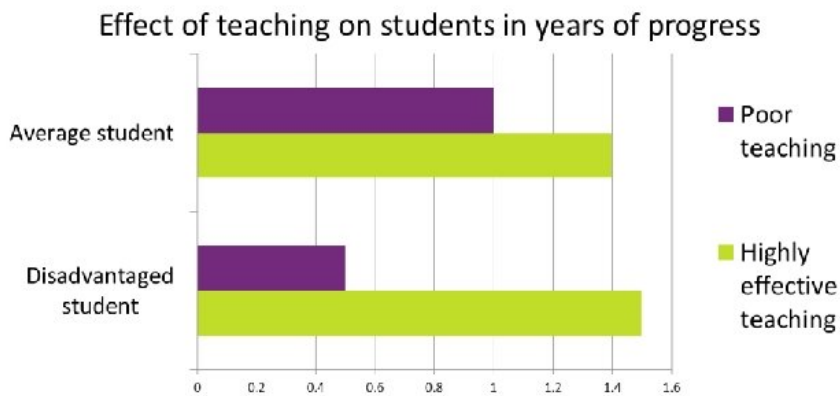


Figure 2. Sutton Trust

Challenges

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

Challenge number	Detail of challenge
1	<p>Phonics and Reading</p> <p>Poor language and communication skills on entry specifically early reading and phonics which can negatively impact on other curriculum areas over time. Last year's EYFS data shows disadvantaged pupils attained 12.5% in literacy and 37.5% in communication and language, significantly behind their peers. Reading data in KS1 shows a ~30% difference between groups. Although the recent introduction of Little Wandle has shown good results in the Year 1 phonics, this needs to be fully embedded to ensure maximum impact.</p>
2	<p>Writing</p> <p>Our KS2 writing data shows a weakness in this area for disadvantaged pupils being some 10% below national disadvantaged pupils and 30% behind national other pupils, with similar results at the end of KS1. Pupils lack imagination and independence in their writing, sometimes lacking motivation.</p>
3	<p>EYFS</p> <p>Attainment on entry is well below the expected standard and attainment for deprived pupils last year was significantly below that of their peers (12.5% GLD, 37.5% prime goals), with the weaker areas being the specific areas of literacy and mathematics.</p>
4	<p>Attendance</p> <p>Attendance of deprived pupils (91.2%) is lower than that of their peers (93.5%) and when compared to national (95%). Without pupils being in school they will miss out on all other opportunities.</p>
5	<p>Cultural Capital</p> <p>Many pupils are deprived of a rich cultural capital and therefore lack understanding and knowledge of the world around them and opportunities available to them. This means they have a weaker schema and context to draw on to further their understanding. This is evident in their comprehension skills and range of vocabulary that is drawn upon.</p>
6	<p>Personal, Social and Emotional</p> <p>We have a number of children, especially those who are disadvantaged, who find self-regulation of their emotions difficult. Some present with challenging behaviours and require intense support from staff whilst others mask in school and then struggle when back at home.</p>

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
<p>1. To ensure all gaps in reading are reduced or eliminated, particularly for our disadvantaged pupils.</p>	<ul style="list-style-type: none"> • Continue to establish and embed Little Wandle including the implementation of Little Wandle Foundations. • A greater percentage of pupils, particularly disadvantaged pupils, will achieve the pass mark in the Year 1 phonics screening check when compared to their starting point. • A greater percentage of pupils will be in line with or exceeding their expected attainment in reading. • Children are in line with or exceeding their expected progress in reading. • More children are achieving a greater depth in reading.
<p>2. For there to be improved attainment in writing for all pupils, particularly our disadvantaged pupils in all year groups.</p>	<ul style="list-style-type: none"> • The difference in writing outcomes for disadvantaged pupils will be diminished compared to their peers across all year groups. • Year on year, there will be an increase in the number of greater depth writers.
<p>3. For pupils in EYFS to have every opportunity to achieve their GLD and Prime Goals, narrowing the gap with their peers.</p>	<ul style="list-style-type: none"> • The number of pupils below ARE in their baseline will be reduced by the end of the foundation stage. • The difference in PP ARE will be diminished in comparison to their peers.
<p>4. To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<ul style="list-style-type: none"> • For progress towards an overall attendance to be above national average (currently 94%). • The attendance gap between disadvantaged pupils and others is less than 2%. • Persistent absences to be below 20%.
<p>5. For pupils to have a wide breadth of experiences, knowledge and understanding to draw on in future learning.</p>	<ul style="list-style-type: none"> • Pupils will have the opportunity to attend a wide variety of learning opportunities outside of the classroom or school each term.

	<ul style="list-style-type: none"> • Pupils will be able to articulate what they have learnt, seen and done following a school trip. • Achieve Gold in the School Games Mark. • Achieve 'Arts Mark' accreditation.
<p>6. To achieve and sustain improved wellbeing for all pupils, particularly our disadvantaged pupils.</p>	<ul style="list-style-type: none"> • Children will learn self-regulation strategies, using Zones of Regulation, leading to long term change. • Qualitative data from pupil voice and surveys will show pupils are confidently able to articulate their feelings and self-regulate.

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: circa £ 60,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase and delivery of the Little Wandle Fluency programme to complement the existing phonics scheme.	Why focus on reading fluency? EEF (educationendowmentfoundation.org.uk) Recommendation 2: Improving Literacy in Key Stage 2 EEF (educationendowmentfoundation.org.uk)	1
Staff training in the delivery of Foundations for Phonics.	Recommendation 1 and 2: Preparing for Literacy EEF (educationendowmentfoundation.org.uk)	1, 3
Develop reading for pleasure through greater access to books.	reading_for_pleasure.pdf (publishing.service.gov.uk) Engagement in reading takes a dip as pupils progress through KS2.	1
Development of the writing curriculum to emphasise greater opportunities for improving and editing. Updated whole school writing assessment strategy	Recommendations 4, 5, 6: Improving Literacy in Key Stage 2 EEF (educationendowmentfoundation.org.uk) Recommendation 3 and 6: Preparing for Literacy EEF (educationendowmentfoundation.org.uk)	2
Implementation of advice from external EYFS consultant to support in the development of the EYFS provision and quality first teaching.	Early Years Foundation Stage - Foundation Years Improving Mathematics in the Early Years and Key Stage 1 EEF (educationendowmentfoundation.org.uk) Preparing for Literacy EEF (educationendowmentfoundation.org.uk)	3
Quality CPD opportunities and use of instructional coaching techniques to	'Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils' (The EEF	1, 2, 5, 6

<p>improve quality first teaching.</p>	<p>Guide to the Pupil Premium, 2023). We know that high-quality teaching makes the difference for all pupils, especially our most disadvantaged (Sutton Trust, 2011) so this is key to our PP strategy. In order to offer such high-quality teaching and learning, we know that all our staff need to be highly qualified, given time to reflect and research and continually develop their practice in order to secure professional excellence.</p> <p>Effective Professional Development EEF (educationendowmentfoundation.org.uk)</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: circa £ 15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Rapid Catch-up programme from Little Wandle	<p>Reading is a complex task which relies upon the development of a range of skills in order for pupils to be skilled readers. This is exemplified by Scarborough's Reading Rope. Importantly, word recognition and fluency continues to still be a priority as pupils enter Key Stage Two. When pupils become fluent readers, it frees up cognitive space in order for pupils to be able to comprehend what they are reading. This becomes increasingly important as pupils read to learn across the curriculum.</p>	1, 2
Nurture Twice weekly session	<p>Explicitly teaching social and emotional learning (SEL) supports pupils to understand and manage their emotions 3, 6 15 effectively. Such SEL learning can have positive impacts upon aspects such as social and emotional skills, academic performance and improved attitudes and interactions with peers. Teaching SEL as a whole-school strategy can have up to 4 months progress. However, it is also important to provide SEL opportunities as more targeted approaches, for those pupils who require it using specialist support</p> <p>Improving Social and Emotional Learning in Primary Schools EEF (educationendowmentfoundation.org.uk)</p>	4, 6
ELSA Weekly session 1:1	See SEL above however delivery through a more bespoke 1:1 methodology.	4, 6
Resilience Group Weekly session	<p>Building resilient learners to cope with challenges, setbacks and obstacles that are faced in daily life. Supporting pupils to:</p> <ul style="list-style-type: none"> • Helping to build positive relationships and connectedness • Promoting positive emotions • Fostering a sense of competence 	6

	<ul style="list-style-type: none"> • Teaching the importance of health and well-being • Encouraging goal-setting • Developing problem-solving skills • Cultivating a growth mind set • Practicing gratitude <p>How-to-help-students-improve-their-resilience.pdf (theeducationhub.org.nz)</p>	
<p>Lego Therapy Twice weekly sessions</p>	<p>10 Incredible Benefits of Playing with Lego® - (childrenswellnesscentre.co.uk)</p> <p>What is LEGO-based therapy? Expert Advice - Therapy Focus</p>	6
<p>Residential experiences</p> <p>1 night in Y2 school 1 night in Y4 away 2 nights in Y6 away</p>	<p>A large number of our pupils will not have been away from home without their parents or experienced life in the wilderness. Missing out on these experience can set them back from their peers. The benefits are extensive from the team work, challenging themselves to overcome difficulties and the lateral thinking required complete tasks as well as the health benefits of being outdoors.</p> <p>Residential trips for schools – Why every child deserves one - Teachwire</p>	4, 5, 6

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

Budgeted cost: circa £ 118,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Development of cultural capital through enhanced curricular provision such as with trips and visitors.	<p>Sutton Trust 2015, “And their results improved if they had visited museums, galleries and went on outings with their families or schools.”</p> <p>Gove 2013, “The accumulation of cultural capital – the acquisition of knowledge – is the key to social mobility”.</p> <p>OFSTED “A great curriculum builds cultural capital.” Cultural capital, when used in relation to education, promotes the idea that schools should support the modern definition of what ‘cultural capital’ means. That is an individual who is knowledgeable about a wide range of culture, is comfortable discussing its value and merits, and has been given a vast array of experiences and access to skill development.</p>	5 (2, 4, 6)
Learning mentor to support families and pupils who are struggling due to social and emotional issues and with attendance.	<p>Improving Behaviour in Schools EEF (educationendowmentfoundation.org.uk)</p> <p>Securing good attendance and tackling persistent absence - GOV.UK (www.gov.uk)</p>	4, 5
Increased capacity of and subsidised the cost of our Breakfast Club for PP pupils	PP attendance is lower than that of their peers. Providing support in the morning for families that are struggling will help get these pupils in to school, on time and in a more regulated state.	4, 6
Behaviour and academic support from high staffing ratios. Zones of regulation.	<p>Recommendations 2, 3, 5: Improving Behaviour in Schools EEF (educationendowmentfoundation.org.uk)</p>	4, 6
Development of school values and ethos: Display boards and design	Parent, pupil and staff surveys have highlighted this as an for development.	6

Total budgeted cost: £ 193,000

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Intended outcome	Success criteria
<p>1. To ensure all gaps in reading are reduced or eliminated, particularly for our disadvantaged pupils.</p>	<ul style="list-style-type: none"> • Continue to establish and embed Little Wandle including the implementation of Little Wandle Foundations. • A greater percentage of pupils, particularly disadvantaged pupils, will achieve the pass mark in the Year 1 phonics screening check when compared to their starting point. -38.3% on previous year and -13.7% on 2022. -22.3% on previous year when excluding high SEN and +7.5% on 2022. • A greater percentage of pupils will be in line with or exceeding their expected attainment in reading. KS2: Small dip (8%) on 2023 but still above 2021 and 2022 levels by over 10%. High SEN needs with 5 pupils not entered; taking this into account then above 2023 by 3%. • Children are in line with or exceeding their expected progress in reading. • More children are achieving a greater depth in reading. KS2: There has been a slight increase of nearly 2% of disadvantaged pupils attaining the higher standard compared to 2023. National data is unavailable at the time of writing.
<p>2. For there to be improved attainment in writing for all pupils, particularly our disadvantaged pupils in all year groups.</p>	<ul style="list-style-type: none"> • The difference in writing outcomes for disadvantaged pupils will be diminished compared to their peers across all year groups.

	<ul style="list-style-type: none"> • Year on year, there will be an increase in the number of greater depth writers.
3. For pupils in EYFS to have every opportunity to achieve their GLD and Prime Goals, narrowing the gap with their peers.	<ul style="list-style-type: none"> • The number of pupils below ARE in their baseline will be reduced by the end of the foundation stage. • The difference in PP ARE will be diminished in comparison to their peers. 2023 = 14.6% difference and 19% behind LA 2024 = 4.5% difference and in line with LA
4. To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<ul style="list-style-type: none"> • For progress towards an overall attendance to be above national average (currently 94%). 92.3% for disadvantaged which is a decrease of 1.5% from 2023. • The attendance gap between disadvantaged pupils and others is less than 2%. This decreased by 0.4% to a difference of 3.3% compared to national other. The gap with school other pupils is 1.9%. • Persistent absences to be below 20%. This is currently 27.8% which is a decrease of 2.4% from 2023.
5. For pupils to have a wide breadth of experiences, knowledge and understanding to draw on in future learning.	<ul style="list-style-type: none"> • Pupils will have the opportunity to attend a wide variety of learning opportunities outside of the classroom or school each term. • Pupils will be able to articulate what they have learnt, seen and done following a school trip. • Achieve Gold in the School Games Mark. • Achieve 'Arts Mark' accreditation.
6. To achieve and sustain improved wellbeing for all pupils, particularly our disadvantaged pupils.	<ul style="list-style-type: none"> • Children will learn self-regulation strategies, using Zones of Regulation, leading to long term change. • Qualitative data from pupil voice and surveys will show pupils are confidently able to articulate their feelings and self-regulate.

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
Maths No Problem	
Little Wandle	
By the Bridge	Compass