Rotherhithe Primary School Pupil premium strategy statement 2021-2024

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2024 academic years) 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	Rotherhithe Primary School
Number of pupils in school	360 338 – Nov 22 339 – Oct 23 341 – Nov 24
Proportion (%) of pupil premium eligible pupils	156 pupil premium children 43% 5 EYPP in nursery. (40% - Nov 22) 137 PP children 12 EYPP recipients = 40% - Oct 23 162 PP children + 3 EYPP = 48%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2021-2024
Date this statement was published	November 2021
1st Review	July 2022
2nd Review	October 2023
3rd Review	November 2024
Date on which it will be reviewed	annually
Statement authorised by	Galiema Amien-Cloete
Pupil premium lead	Lisa Christiansen
Governor / Trustee lead	Mary Henley Chair of governors until July 23

	Liam Wardley – Chair for academic year 23-24 Liam Wardley – Chair of the Local Committee – 24-25

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£201,130.00 (projected) £207,130.00 (actual 2021-2022) £220,215 (actual 2022-23) £187,695 (projected 2023-2024)
Recovery premium funding allocation this academic year	£22,330.00
School Led Tuition	£18,200 (2022-23) **£8235 (2023-2024) – total including school funding £16,470**
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

Part A: Pupil premium strategy plan

Statement of intent

Rotherhithe Primary School is a GOOD maintained two form entry primary school, with a full and part time nursery provision. It serves a culturally diverse community. There are 40 different languages spoken by pupils in the school. 39% of children speak English as a second Language nearly 2 times higher than National averages.
The school deprivation factor is significantly higher than national averages. According to the IDACI figures 366/387 (94.57%) of our families lived within the most deprived postcodes based on Spring 21 census. Families within our community therefore face a range of economic and environmental challenges. The area has one of the highest rates nationally for crime, guns, knives, drugs, gangs, mental health concerns, teenage pregnancy and obesity.

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

At RPS we are a trauma informed school and aware of the negative impact of ACEs on the mental health of children and their families. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker, those experiencing bereavement or loss and any young carers. The provision we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality 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 the National Tutoring Programme 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're set

- act early 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

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

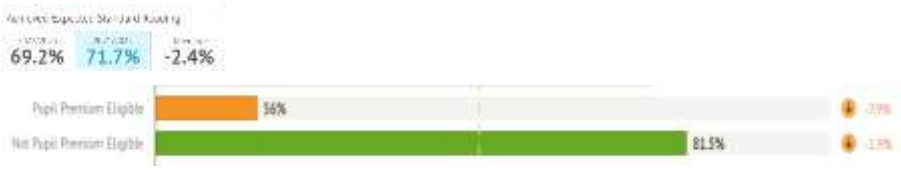
Challenge number	Detail of challenge 2021 Detail of adjustments to challenge 2023 Detail of adjustments to challenge 2024
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception (confirmed by the NELI screen of Reception children 2020) through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers. 2022-23 Reception cohort were the lowest cohort the school has seen over the past 6 years with 45% of children achieving GLD. This poses challenges with this cohort transitioning into year 1. There are very high SEND needs (5 EHC plans by the summer term reduced to 4 now one child has moved). However, there are additional needs including 1 child requiring support from Summerhouse for significant behavioural needs. Significant language barriers persist and SALT provision was reduced due to recruitment issues among agencies. 2023-2024 – Reception cohort show continuing underdeveloped oral language skills for many children. 2 Children with no language. There is a 28-38% difference between attainment of children who are FSM and those who are not in Language and attention and speaking..
2	Assessments, observations and discussions with pupils indicate that PSED attainment is lower on entry to Nursery. Children have had reduced exposure to social situations, there is an increase in the number of children who are not toilet trained.
3	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers. In KS1 the gap between PP and non-PP children was 5.3% in 2021. 2022-2023 – the gap between PP and non-PP children had decreased to 2.3% difference.

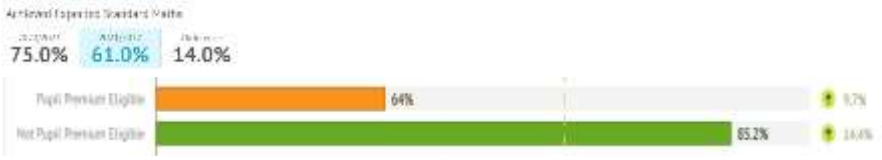
	2023-2024 – the gap between PP and non PP children had was 14% difference (this was a very low GLD cohort).
4	Internal assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. On entry to Reception class there is a difference in maths attainment of 36% between our disadvantaged pupils compared to other pupils. This gap between PP and Non PP children has increased significantly since the start of the pandemic. The difference was 8.9% KS1 and even higher in KS2 15.9% by the end of the academic year. On average the difference in performance across KS1 and KS2 has increased to 17.7% and 17.8%. Key Stage 2 were particularly affected by the low attainment of children in year 3. This is higher in classes that had lower numbers but higher mobility. Maths Attainment of PP children dipped at the end of Key Stage 2 with a percentage increase of 33% difference. In early years there is a 40% difference between the attainment of FSM children and those no FSM.
5	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in reading, maths and writing.
6	Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.
7	Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been increasing. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress, despite them being prioritized for access in school during lockdowns. Although high persistent absences have decreased over time the proportion of the PA that is PP has remained high.

	2023-2024 -Persistent absences have grown and are significantly higher amongst PP families. with a greater number of parents taking term time holidays and this has included PP. Attendance dips the week before or after a holiday period. 30.5% of PP group are persistently absent and 81% of the persistently absent group is made up of pupil premium children. So PA continues to be a real cause for concern.

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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved phonics attainment among disadvantaged children by the end of year 1.	Year 1 phonic outcomes in 2024/25 show that between 80-90% of children pass the screening check. Target met: 81% achieved in 2021-2022 and also 2022-2023 61% passes the phonics check in 2023-2024 (lower cohort that had shown progress.) Of those that passed on 53% of disadvantaged children passed the PSC.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2024/25 show that more than 70-80% of disadvantaged pupils met the expected standard.  2023-2024 results target was met. 73% of disadvantaged children met the expected standard in reading.

Improved writing attainment for disadvantaged pupils at the end of KS2.	KS2 writing outcomes in 2024/25 show that more than 70-80% of disadvantaged pupils met the expected standard. 2023-2024 - Target was met. 73% of disadvantaged children met the expected standard in writing at the end of KS2
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024/25 show that more than 70-80% of disadvantaged pupils met the expected standard.  2023-2024 -Target was **not** met. Only 41% of disadvantaged children met the expected standard in maths at the end of KS2.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2024/25 demonstrated by: • qualitative data from student voice, student and parent surveys and teacher observations • a significant reduction in bullying • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils 2023-2024 – Engagement in ASC clubs and lunch time activities was very high.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2024/25 demonstrated by: • the overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 50%. 2022-2023 average absences were 6% this was in line with national headline figures: By school type, the absence rates across the academic year 2022/23 were: • 6.0% in state-funded primary schools (4.3% authorised and 1.7% unauthorised) • the percentage of all pupils who are persistently absent to be in line with national averages or below 10%. The figure among disadvantaged pupils being no more than 20% of the Pupil Premium group that are PA.

	• The school are broadly in line with PA figures for primary schools nationally. The percentage of PP children who are PA is still above 20% Across the academic year 2022/23, 22.3% of pupil enrolments missed 10% or more of their possible sessions and are therefore identified as persistently absent. By school type, the persistent absence rate across the academic year 2022/23 was: • 17.2% in state-funded primary schools 2023-2024 – Disadvantaged pupil absences had increased in the Autumn and Spring term 2023-24

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: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly. (This has been replaced with Developing Experts assessment and tracking for the year 2023-24)	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction. The school will use NTS assessments and ~~Head Start Science assessments to support the measurement of pupil attainment.~~ These tests will then be analysed and use to provide targeted interventions. Standardised tests | Assessing and Monitoring Pupil Progress | Education Endowment Foundation | EEF	1, 2, 3, 4, 5
Shine Intervention subscription Purchase a subscription to Shine (part of NTS assessments). This will support teachers to analyse test responses. The programme will generate targeted interventions to use with children in both Reading and Maths.	Rising Stars a company have collected evidence and completed a review of the impact of Shine interventions. This has included improved pupil outcomes across a year. Feedback has been that administration of the data analysis is that the programme is easy to use and interventions are easy to run.	4, 5

Subscription has not be renewed for 2023-24.		
DPiL Training and moderation of writing books. To continue in 2023-24	DPiL (dramatic progress in literacy) in an English curriculum that provides units of work for children to teach writing skills cumulatively. It is based in a dramatic approach that is sequential and incorporates talking activities to promote understanding. Moderation of writing by the English Consultant has led to clear next steps for teachers who then adjust teaching to meet the needs of children and plan additional interventions.	5
Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training and release time. 500 word vocabulary gap – targeted teaching and training has been put into place.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions | Toolkit Strand | Education Endowment Foundation | EEF	1, 4, 5
Purchase of training for staff new to RWI phonics a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils. Phonics manager to complete ongoing assessments on a 6 week cycle.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading particularly for disadvantaged pupils: Phonics | Toolkit Strand | Education Endowment Foundation | EEF comprehension intervention in 2023-24. Will require training.	3

RWI portal increasing used to provide training. RWI phonics manager has been absent for over a year. RWI comprehension to be purchased and used as a fluency and		
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD. Developing Mastery x 2 teachers Mastering number x 3 teachers. X2 CPD to deliver the MM curriculum in year 5 with intervention training provided.	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	3, 5
Improve the quality of social and emotional (SEL) learning using the Jigsaw programme SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.	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): EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)	6

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

Budgeted cost: £170,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of NELI to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills Reception and Year 1. Intervention TA to deliver targeted interventions. Continue to use in 2023-24	Oral language interventions can have a positive impact on pupils' language skills (up to 6 months). The same impact is evident for a trained TA and a teacher. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions | EEF (educationendowmentfoundation.org.uk)	1, 2
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. Phonics manager and intervention (has been absent for over a year) TA to deliver phonics lessons in small groups that are linked to the sounds children need to learn. NTP tutor to provide additional phonics tuition and teaching in year 1.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics | Toolkit Strand | Education Endowment Foundation | EEF	3, 5
After school booster maths interventions to target improved arithmetic skills across year 2-6. Intervention TA to deliver. Use of Ready to progress baseline assessment to initially plan interventions.	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence:	4, 5

To continue 2023-24 Use of Shine interventions to generate targeted teaching.	https://educationendowmentfoundation.org.uk/education-evidence/	
Targeted English interventions. Reading interventions: 1:1 or small group for targeted children. Editing interventions and conferencing. Targeted spelling support – DpiL To continue 2023-24	1:1 or small group tuition can be an effective method to support lower attaining pupils or those falling behind. This approach is most effective when it is additional to and linked to class based activities. One to one tuition | EEF (educationendowmentfoundation.org.uk)	5
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers. To continue using gap analysis to identify target children for support.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition | EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF	3, 4, 5

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

Budgeted cost: **£40,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve the emotional wellbeing and engagement in school life through provision of after school activities. Sports Clubs – 4 to be provided after school each week. 2 x art clubs. Singing club, brass band, and keyboard clubs. Continue – without keyboard club.	EEF acknowledges the potential impact for health and wellbeing of sports and art interventions on children. There may also be a small but positive impact on academic attainment, https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity	6, 7
Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school. Use Thrive as a targeted intervention approach to teach key behaviours. Use Jigsaw to structure the PSHE lessons.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions | EEF (educationendowmentfoundation.org.uk) Thrive closes the gap for vulnerable children across a range of measures including attainment, behaviour, relationships, self-confidence and attendance. (McGuire-Snieckus et al 2015) This affect has been repeated in other studies.	6, 7
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and release time for staff to develop and enforce attendance procedures. SIO officer to oversee interventions to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	6, 7

Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £235,000

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 the performance of disadvantaged pupils was lower than in the pre pandemic years in key areas of the curriculum. Despite being on track during the first year (2018/19), the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore 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 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 use of online resources such as those provided by Oak National Academy. High COVID cases in the school led to additional challenges with higher than normal staff absence and pupil absences. Additionally, a staffing restructure that came into effect January 2021 reduced the school's teaching capacity.

Although overall attendance nationally was lower in 2020/21 at RPS it was higher than previously. This was in part due to the high number of COVID cases and significant increase of children who were persistently absent. Pupil premium children in year 1 -6 make up a high proportion of the children who are persistently absent and this has increased since the pandemic started: 57.5% in 2019; 64.8% in 2020 and 75% in 2021. The percentage of the pupil premium group absent has steadily increased since the pandemic started: 16.8% 2019; 24.7% in 2020 and 27.7% in 2021. Our high COVID case number led to higher levels of anxiety within our community. These gaps are far larger than in previous years, which is why attendance is a focus of our current plan.

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.

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year

Our internal assessments during 2021-2022 suggested that the performance of disadvantaged pupils continued to be affected by Covid 19. We had the highest number of reported Covid cases within a primary school in the Local Authority. Persistent absences were high in this academic year. In March 2022 34.8% of the PP group in year 1-6 were persistently absent (PA). Although this improved by June 2022 (29.6% of the PP group) pupil premium children still made up 72% of the total persistently absent group. Additionally, we had a high number of staff absent due to Covid throughout the year particularly in the Spring term.

The difference between PP and children who are not PP is greater in KS1 but reduces in KS2. School led tuition was targeted in particular to KS2 with some children in KS1 children benefiting from after school booster provision.

Although the gap in most year groups remains attainment of PP children improved in the following year groups: Reading and writing in year 1 and 4. Reading in year 2 and writing in year 6. Maths in years 1,2 and 3. The attainment in year 3 reading and writing is higher for PP than those who are not PP.

Pupil Premium age related or higher comparison with those who are not pupil premium

	Year 1		Year 2		Year 3	
	% PP at ARE or higher (20 pupils=41%)	% Not PP at ARE or higher (29 pupils)	% PP at ARE or higher (14 pupils=31%)	% Not PP at ARE or higher (31 pupils)	% PP at ARE or higher (18 pupils=37.5%)	% Not PP at ARE or higher (30 pupils)
Reading	50%	78.5%	64.3%	80.7%	88.9%	81.5%
Writing	50%	75%	35.7%	77.4%	83.3%	77.8%
Maths	55%	85.7%	57.2%	90.3%	88.9%	81.5%

	Year 4		Year 5		Year 6	
	% PP at ARE or higher (22 pupils=51%)	% Not PP at ARE or higher (21 pupils)	% PP at ARE or higher (24 pupils=49%)	% Not PP at ARE or higher (25 pupils)	% PP at ARE or higher (39 pupils=65%)	% Not PP at ARE or higher (21 pupils)
Reading	77.3%	94.7%	54.2%	79.2%	69.2%	90.5%
Writing	72.7%	84.2%	54.2%	91.7%	66.7%	85.7%
Maths	68.2%	73.7%	58.3%	91.7%	61.5%	76.2%

(green indicates increasing %, pink decreasing % and black indicates % remained the same)

Juniper Data (Target Tracker) analysis report- For Reading, Writing and Maths combined at ARE and above

PP achievement at RPS exceeds that of the average across other Southwark schools that use Target Tracker to compile internal data.

YEAR	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
RPS-PP	65%	28.6%	77.8%	66.7%	68.4%	60.5%
Juniper Southwark Average PP	59.6%	49.6%	51.4%	51.8%	46%	55.6%

(This data should be used with caution as it is from Juniper Analysis and is a snapshot of assessment at one point in time. It may not correlate fully with end of year data analysis.)

Year 2 PP children who are moving into year 3 will be targeted for intervention next year as will the PP in year 5 who are moving into year 6.

Year 1 Phonics Screening Check (PSC)

Intervention was targeted in year 1. This included PP children. The Year 1 PSC shows that there is still a significant gap between the attainment of PP children and those who are not PP, despite PP children receiving targeted intervention.

Early years – Good Level of Development

A number of interventions were put in place in EY -including SALT interventions, Forest School and Phonics intervention. There is a gap between PP children and non PP children in EY but the gap had reduced significantly by the end of the year from the baseline.

Mental Health and Wellbeing: COVID still had an impact on children's mental health and wellbeing last year due to high numbers of COVID cases particularly in Reception, year 2 and 6, although all year groups were affected to some extent. Children with PP and in particular those with SEND needs found managing the transition back to full time education particularly challenging – leading to some behaviour incidences. All staff had Thrive training 1 member staff has completed level 3 practitioner training. This is now enabling us to track progress of children across the school against key performance indicators using Thrive assessments. From our assessments and observations. The average rate of progress from the first Thrive assessment to the

second was on average an improvement of 15%. The progress was 17% on average for those within targeted intervention.

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year

Context Update:

The school has seen a change over the past few years in terms of its organisation. There have been staff reductions due to budget restraints which have led to mixed year group teaching across the school. Year 5 & 6 are 3 mixed year group classes and Year 3 & 4 are now 3 mixed year group classes. There is one full year 2 class. All support staff with the exception of 3 higher level Intervention Teaching Assistants, are now supporting the high number of children with EHC plans that are educated within the school. There are no longer any class-based TA within key stage 1 or 2.

On the 1st of October 23 the school joined the NEST academy. The school continue to serve a culturally diverse community with significant levels of economic disadvantage. High percentage of EAL speakers. The proportion of pupils known to be eligible for Pupil Premium was 41%. We had 22% of pupils on the SEND register (higher than the National Average) and 55% of these children were receiving Pupil Premium funding. At the start of the Autumn term 2023 we have 15 children with EHC plans with four in process).

Our internal assessments during 2022-2023 suggest that the performance of pupil premium children is still showing an impact due to Covid 19 particularly in writing and there is still a significant gap between those who are PP and those who are not and in some year groups this gap has increased. Persistent absence amongst children who are PP continues to be higher than any other group. Although the numbers of children who are persistently absent has dropped the proportion of those that are PP continues to remain high.

Attendance Data Breakdown March 21 to October 23									
	March 21	June 21	November 21	March 22	June 22	November 22	March 23	1.5.23	14.10.23
Overall school's attendance – Year 1-6	94.1% (average for this year)	94% (average for this year)	94.4%	93% (average for year 1-6)	93.4% (average for this year)	93.01%	94.2% (average for year 1-6)	93.6% (average for year 1-6)	95.2% (average for year 1-6)
Persistent absence (year 1-6)	23.5% (73/310)	20.8% (63/303)	17.8% (52/292)	22.9% (68/297)	19.8% (58/292)	18.6% (48/258)	16.5% (43/261)	15.1% (40/265)	14.1% (41/257)
Pupil premium (PA) (year 1-6)	14.5% (45) year 1-6 overall 28.3% of PP group (45/159) 61.6% of PA group (45/73)	13.5% (41) year 1-6 overall 26.4% of PP group (41/155) 65% of PA group (41/63)	13.3% (year 1-6 overall) 27.7% of PP group (39/141) 75% of PA group (39/52)	14% (year 1-6 overall) 34.8% of PP group (49/141) 72% of PA group (49/68)	14.3% (42) (year 1-6 overall) 29.6% of PP group (42/142) 72% of PA group (42/58)	11.6% (year 1-6 overall) 25.2% of PP group (30/119) 62.5% of PA group (30/48)	13% (year 1-6 overall) 28% of PP group (35/125) 81% of PA group (35/43)	12.4% (year 1-6 overall) 25.8% of PP group (33/128) 82.5% of PA group (33/40)	12.6% (year 1-6 overall) 26.2% of PP group (32/122) 78% of PA group (32/41)

The difference between PP and children who are not PP is greater in KS1 but reduces in KS2. However, mobility in year 3 led to an increased number of PP children joining the school who had additional SEND. Data suggests that where children have SEND needs and are also PP attainment and progress is lower.

School led tuition continued to be targeted in particular to KS2 some benefiting from after school booster provision. Some children in KS1 received additional NTP as did EYFS children as their baseline assessment was so low.

Although the gap in most year groups remains attainment of PP children improved in the following year groups: Reading and writing in year 2. Reading in year 5 and writing in year 6. Maths in years 4 and 6. The attainment in year 4 reading and maths is higher for PP than those who are not PP.

RPS Pupil Premium Data analysis

Summer 2 23

Year Group	Subject	Pupil Premium	Not Pupil premium	Difference
Year 1	Reading	66.7%	87.7%	-21
	Writing	46.7%	78.6%	-31.9
	Maths	73.3%	85.7%	-12.4
	RWM combined	46.7%	71.4%	-24.7
Year 2	Reading	68%	70.8%	-2.8
	Writing	56%	75%	-19
	Maths	52%	75%	-23
	RWM combined	44%	66.7%	-22.7
Year 3	Reading	50%	77.3%	-27.3
	Writing	33.3%	63.6%	-30.3
	Maths	33.3%	72.7%	-39.4
	RWM combined	33.3%	54.5%	-21.2
Year 4	Reading	87%	81.5%	+5.5
	Writing	73.9%	74.1%	-0.2
	Maths	91.3%	85.2%	+6.1
	RWM combined	73.9%	74.1%	-0.2
Year 5	Reading	80%	86.4%	-6.4%
	Writing	52%	72.7%	-12.7
	Maths	60%	72.7%	-12.7
	RWM combined	50%	54.5%	-4.5
Year 6	Reading	52%	81.5%	29.5
	Writing	64%	85.2%	-21.2
	Maths	60%	85.2%	-25.2
	RWM combined	44%	81.5%	-37.5

Year 1 Phonics Screening Check (PSC)

Year 1 PSC shows that there is still a significant gap between the attainment of PP children and those who are not PP and that this gap increased slightly with this

cohort, despite PP children receiving targeted intervention.

	2021-2022	2022-2023
Pupil Premium Eligible	68.2%	66.7%
Not Pupil Premium Eligible	92.3%	93.8%

Early years – Good Level of Development

This year's reception cohort was very low generally on baseline entry with a high level of special needs (5 children with EHC plans by the summer term) and high EAL needs and disadvantage.

A number of interventions were continued in EY -including SALT interventions (although input from a speech and language therapist was interrupted due a resignation and the agency providing therapy were unable to recruit an additional staff member), Forest School and Phonics interventions did occur and had impact.

There is a gap between PP children and non PP children in EY but the gap had reduced significantly by the end of the year from the baseline.

Mental Health and Wellbeing:

The school continue to focus and target support to promote mental health and wellbeing. Jigsaw continues to be used to develop children's relationship and social and emotional development. The trained Thrive practitioner provides target support for children that are highlighted with gaps in the class teacher assessments. This includes children who are PP. Assessments show progress over time. E.g. class tracking below.

Yoga is provided for small targeted groups of children to help them develop self-regulation and wellbeing skills to support learning back in the classroom.

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year

Context Update:

The school has now been part of the NEST academy trust for a year. There has been a range of budget restraints with 3 teachers absent due to maternity leave for the majority of this academic year and 1 teacher resignation in February led to 4 supply teachers teaching across the school. All TA are now supporting children with EHC plans in Key stage 1 & 2 with the exception of 1 member of staff working across year 1. The school continues to serve a culturally diverse community with significant levels of economic disadvantage. High percentage of EAL speakers. The proportion of pupils known to be eligible for Pupil Premium is 48% currently. We had 25% of pupils on the SEND register (higher than the National Average) and 67% of these children are receiving Pupil Premium funding. At the start of the Autumn term 2024 we have 14 children with EHC plans with 2 in process).

Our internal assessments during 2023-2024 suggest that the performance of pupil premium children is still showing an impact due to Covid 19 particularly in writing and maths and there is still a significant gap between those who are PP and those who are not and in some year groups this gap has increased. Persistent absence amongst children who are PP continues to be higher than any other group and is an ongoing concern.

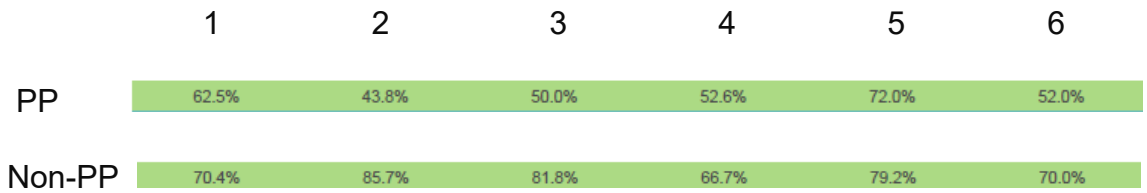
The difference between PP and children who are not PP was significantly greater in Early Years but reduces by upper KS2. Attainment of PP children was

particularly low in year 2 although there was only 1 year class in this year group.

PP Data Analysis of Attainment Summer 24

			Reading	Writing	Maths
Reception	PP	11	36.4%	45.5%	36.4%
	Not PP	46	78%	65.9%	78%
	Difference		-41.6	-20.4	-41.6
Year 1	PP	16	50%	50%	62.5%
	Not PP	31	67.9%	64.3%	64.3%
	Difference		-17.9	-14.3	-1.8
Year 2	PP	16	50%	50%	62.5%
	Not PP	16	78.6%	78.6%	71.4%
	Difference		-28.6	-28.6	-8.9
Year 3	PP	26	69.2%	53.8%	53.8%
	Not PP	28	81.8%	68.2%	81.8%
	Difference		-12.6	-14.4	-28
Year 4	PP	19	68.4%	52.6%	42%
	Not PP	22	90.5%	81%	81%
	Difference		-22.1	-28.4	-39
Year 5	PP	24	83.3%	70.8%	58.3%
	Not PP	24	73.9%	69.6%	73.9%
	Difference		+9.4	+1.2	-15.6
Year 6	PP	25	68%	76%	56%
	Not PP	20	80%	85%	75%
	Difference		-12%	-9	-19

Reading Writing Maths combined



School led tuition continued for part of the year and was used to target intervention support in reading and maths in years 2, 4, 5 & 6 and was effective at reducing the difference in reading in particular.

Although the gap in most year groups remains attainment of PP children improved in the following year groups: Maths in year 2, writing and maths in year 3 reading and writing in year 5 and writing in year 6. Reading in year 5 and writing in year 6. Maths in years 4 and 6.

Year 1 Phonics Screening Check (PSC)

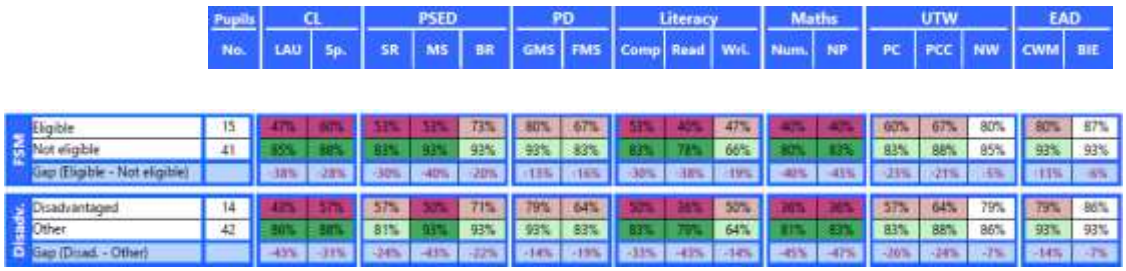
Year 1 PSC shows that there was a significant reduction in terms of the gap between children who are PP and non-PP passing the PSC. This was however a low cohort with a declining phonics achievement.

	2021-2022	2022-2023	2023-2024
Pupil Premium Eligible	68.2%	66.7%	53%
Not Pupil Premium Eligible	92.3%	93.8%	67%

Early years – Good Level of Development

This year group experienced a lot of disruption following a mid-year resignation and staffing limitations. A number of interventions did occur including SALT interventions including NELI, Forest School and Phonics interventions. A focus on improving writing led to additional training in this area for teachers and support staff. This included introducing Dramatic Progress for Literacy English units which helped to raise attainment in writing for all children.

There is a gap between PP children and non-PP children in EY and the gap did not close.



Mental Health and Wellbeing:

The school continue to focus and target support to promote mental health and wellbeing. Jigsaw was used to develop children's relationship and social and emotional development. The trained Thrive practitioner for part of the year continued to provide targeted support for children that are highlighted with gaps in the class teacher assessments however, this was interrupted due to budget restraints and staffing challenges.

Yoga is provided for small, targeted groups of children to help them develop self-regulation and wellbeing skills to support learning back in the classroom.

Externally provided programmes

Programme	Provider
After school sports Clubs	Team Get Involved
Pioneer Dance	Pioneer Dance

Tutoring	Reeson Education
Yoga	Kellie Ansell