

Pupil premium strategy statement – Rotherhithe Primary School

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	343 (Dec 2024) 330 (Dec 2025)
Proportion (%) of pupil premium eligible pupils	48% 51% (Dec 2025)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024-2027
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Date on which it will next be reviewed	December 2026
Statement authorised by	Galiema Amien-Cloete
Pupil premium lead	Lisa Christiansen
Governor / Trustee lead	Liam Wardley (2024) Rebeca Macleod (2025)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£202,760 £230,280 (25/26)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£202,760 £230,280 (25/26)

<i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	
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Part A: Pupil premium strategy plan

Statement of intent

Rotherhithe Primary School is a GOOD two form entry primary school that has been part of the NEST Academy trust (since October 2023). It has a full and part time nursery provision. There are approximately 42 different languages spoken by pupils in the school. 41% of children speak English as a second Language. 49.9% of our families live within the topmost deprived postcodes in London, with a further 29.4% living within the second most deprived postcodes. 98% of our families in total live within the top 3 bands of deprivation according to IDACI data. Therefore, the school deprivation factor is significantly higher than national averages. Families within our community 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. Currently 51% of our children qualify for Pupil premium.

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress from their given start points 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.

We recognize that good attendance is a critical factor to help ensure children achieve at a high standard and have a focus on raising attendance particularly for disadvantaged children who have high rates of absenteeism. This requires support for these families.

High-quality teaching continues to be at the heart of our approach with a focus on raising teacher performance in the light of increasing budget challenges. 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 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																																															
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers. This then limits attainment in reading, writing and maths.																																															
2	<p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with reading than their peers. They read less frequently for pleasure and independently at home.</p> <p>On entry to Reception class in the last 3 years, 14%-36% of our disadvantaged pupils arrive at school at age-related expectations in terms of being on track for GLD. Despite early intervention a significant gap persists by the end of reception.</p> <table><tr><th colspan="2"></th><th colspan="3">Literacy</th></tr><tr><th colspan="2"></th><th>Comp</th><th>Read</th><th>Wri.</th></tr><tr><td rowspan="3">FSM</td><td>Eligible</td><td>15</td><td>53%</td><td>40%</td><td>47%</td></tr><tr><td>Not eligible</td><td>41</td><td>83%</td><td>78%</td><td>66%</td></tr><tr><td>Gap (Eligible - Not eligible)</td><td></td><td>-30%</td><td>-38%</td><td>-19%</td></tr><tr><td rowspan="3">Disadv.</td><td>Disadvantaged</td><td>14</td><td>50%</td><td>36%</td><td>50%</td></tr><tr><td>Other</td><td>42</td><td>83%</td><td>79%</td><td>64%</td></tr><tr><td>Gap (Disadv. - Other)</td><td></td><td>-33%</td><td>-43%</td><td>-14%</td></tr></table> <p>(2024 Super school profile data)</p> <p>An attainment gap in reading is still evident at the end of year 6.</p> <table><tr><td rowspan="2">Disad.</td><td>Disadvantaged (22)</td><td>73%</td></tr><tr><td>Other (23)</td><td>83%</td></tr></table>			Literacy					Comp	Read	Wri.	FSM	Eligible	15	53%	40%	47%	Not eligible	41	83%	78%	66%	Gap (Eligible - Not eligible)		-30%	-38%	-19%	Disadv.	Disadvantaged	14	50%	36%	50%	Other	42	83%	79%	64%	Gap (Disadv. - Other)		-33%	-43%	-14%	Disad.	Disadvantaged (22)	73%	Other (23)	83%
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4	<p>Internal and external assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.</p> <p>On entry to Reception class in the last 3 years, 20-40% of our disadvantaged pupils arrive below age-related expectations compared to non-disadvantaged pupils. This gap persists until the end of Reception.</p> <table><tr><th colspan="2"></th><th colspan="2">Maths</th></tr><tr><th colspan="2"></th><th>Num.</th><th>NP</th></tr><tr><td rowspan="3">FSM</td><td>Eligible</td><td>15</td><td>40%</td><td>40%</td></tr><tr><td>Not eligible</td><td>41</td><td>80%</td><td>83%</td></tr><tr><td>Gap (Eligible - Not eligible)</td><td></td><td>-40%</td><td>-43%</td></tr><tr><td rowspan="3">Disadv.</td><td>Disadvantaged</td><td>14</td><td>36%</td><td>36%</td></tr><tr><td>Other</td><td>42</td><td>81%</td><td>83%</td></tr><tr><td>Gap (Disadv. - Other)</td><td></td><td>-45%</td><td>-47%</td></tr></table> <p>(2024 Super school profile data)</p> <p>This gap remains steady to the end of KS2.</p> <table><tr><td>Disadvantaged (22)</td><td>41%</td></tr><tr><td>Other (23)</td><td>74%</td></tr></table> <p>(2024 Super school profile data)</p>			Maths				Num.	NP	FSM	Eligible	15	40%	40%	Not eligible	41	80%	83%	Gap (Eligible - Not eligible)		-40%	-43%	Disadv.	Disadvantaged	14	36%	36%	Other	42	81%	83%	Gap (Disadv. - Other)		-45%	-47%	Disadvantaged (22)	41%	Other (23)	74%				
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5	<p>Assessments, observations and discussions with pupils indicate that PSED attainment is lower on entry to Nursery. Children have had reduced exposure to social situations and communication skills (speaking, listening and understanding) have been lower.</p> <p>Our school-based assessments observations and discussions with pupils and families have identified social and emotional issues for many pupils, due to high levels of poverty and poor mental health and wellbeing among families. This includes lack of opportunities and access to physical space, wellbeing activities and enrichment opportunities. These challenges particularly affect disadvantaged pupils, including their attainment.</p>																																										

	Teacher referrals for support remain relatively high. 35% of children on the SEND register currently require additional support with social and emotional needs, with 87% of whom are disadvantaged.															
6	<p>Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been significantly lower than for non-disadvantaged pupils.</p> <table><tr><td></td><td>November 21</td><td>November 22</td><td>14.10.23</td><td>19.11.24</td></tr><tr><td>Overall school's attendance – Year 1-6</td><td>94.4%</td><td>95.01%</td><td>95.2% (average for year 1-6)</td><td>95% (average for year 1-6)</td></tr><tr><td>Pupil premium (PA) (year 1-6)</td><td>13.3% (year 1-6 overall) 27.7% of PP group (39/141) 75% of PA group (39/52)</td><td>11.6% (year 1-6 overall) 25.2% of PP group (30/119) 62.5% of PA group (30/48)</td><td>12.5% (year 1-6 overall) 26.2% of PP group (32/122) 78% of PA group (32/41)</td><td>16.2% (year 1-6 overall) 30.5% of PP group (43/141) 81% of PA group (43/53)</td></tr></table> <div><div><p>Overall Absence</p><p>0% 2% 4% 6% 8% 10%</p><p>Disadvantaged (123) 8.5%</p><p>Other (141) 4.6%</p></div><div><p>Persistent Absentees</p><p>0% 10% 20% 30% 40% 50%</p><p>Disadvantaged (123) 35.0%</p><p>Other (141) 13.5%</p></div><div><p>Severe Absentees</p><p>0% 1% 2% 3%</p><p>Disadvantaged (123) 0.0%</p><p>Other (141) 0.7%</p></div></div> <p>(2024 Super school profile data)</p> <p>35% of disadvantaged pupils have been ‘persistently absent’ compared to 13.5% of their peers during Autumn 23 and Spring 24 according to the Super School Profile. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils’ progress and is linked to lower progress and attainment.</p>		November 21	November 22	14.10.23	19.11.24	Overall school's attendance – Year 1-6	94.4%	95.01%	95.2% (average for year 1-6)	95% (average for year 1-6)	Pupil premium (PA) (year 1-6)	13.3% (year 1-6 overall) 27.7% of PP group (39/141) 75% of PA group (39/52)	11.6% (year 1-6 overall) 25.2% of PP group (30/119) 62.5% of PA group (30/48)	12.5% (year 1-6 overall) 26.2% of PP group (32/122) 78% of PA group (32/41)	16.2% (year 1-6 overall) 30.5% of PP group (43/141) 81% of PA group (43/53)
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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 all pupils with a consistent focus on vocabulary development and of providing talking opportunities across subjects. 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.	<p>Year 1 phonic outcomes in 2024/25 show that between 60-70% of disadvantaged children pass the screening check (an increase of 24%) with 80% of the whole cohort passing the check.</p> <p>Year 1 phonics outcomes in 2025-2026 to maintain the above pass rate.</p>
Improved reading attainment among	KS2 reading outcomes in 2024/25 show that more than 70-80% of disadvantaged pupils met the expected standard.

disadvantaged pupils. Increase reading for pleasure amongst children across the school	KS2 reading outcomes to be maintained in 2025-2026 outcomes.
Improved writing attainment for disadvantaged pupils at the end of KS2.	<p>KS2 writing outcomes in 2024/25 show that more than 70-80% of disadvantaged pupils met the expected standard.</p> <p>KS2 writing outcomes in 2025/26 show that more than 70-80% of disadvantaged pupils met the expected standard.</p>
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2024/2027 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant reduction in bullying • improvement in behaviour across the school • Enrichment opportunities to be accessed by PP in art and music. • Enrichment opportunities to be accessed by PP in art and dance 2025-2026
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Improved high attendance from 2027 demonstrated by:</p> <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 4%. A drop in the numbers of pupils who are persistently absent and PP by at least 10-20%

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: £ 110,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Developing high quality oral language curriculum and interventions.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are	1

<p>Teacher and TA training related to Talking matters.</p> <p>Ongoing monitoring and observation of vocabulary work on tier 2 words (based on work on the 500 word vocabulary gap).</p>	<p>inexpensive to implement with high impacts on reading: Oral language interventions Toolkit Strand Education Endowment Foundation EEF Can add up to 6 months of progress.</p>	
<p>Purchase of training for staff new to RWI phonics a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p>	<p>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</p>	2
<p>Purchase and provision of training for teachers and TA related to RWI comprehension programme.</p>	<p>Teaching reading comprehension strategies has strong evidence of improved attainment in reading. Education Endowment Foundation/EEF</p>	2
<p>Development of the reading curriculum including reading for pleasure. Provide training and monitoring of the use of the the RIST model (reader led, informal, social, text that tempt)</p> <p>Arrange events throughout the year to promote reading for pleasure at home including reading cafe, parent workshops.</p>	<p>National Literacy Trust data shows a significant impact on attainment within reading when children read for pleasure.</p> <p><i>Children and young people who enjoyed reading (n = 1,211; M = 109.13) had higher average (mean) standardised reading scores than children and young people who didn't enjoy reading (n = 2,593; M = 102.65). This difference was statistically significant.</i></p>	2
<p>Purchase of standardised</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional</p>	2 & 4

diagnostic assessments.	support through interventions or teacher instruction. The school will use NTS assessments	
<p>DPiL Training and moderation of writing books.</p> <p>English lead moderation of books and training of staff.</p>	<p>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.</p> <p>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.</p>	3
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access NCTEM Mastering number training.</p> <p>Maths lead CPD and monitoring, training and book looks.</p>	<p>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:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	4
<p>Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.</p> <p>NPQBLC training and release for 1 WLT.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	5

NPQ training and release for 2 teachers to improve teacher development.	<p>Evaluation report suggests that attainment in teaching and improves as a consequence of completing NPQ training.</p> <p>DFE: NPQ evaluation interim report 2</p> <p>Completed.</p>	1, 2, 3, 4
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 45,000

Activity	Evidence that supports this approach	Challenge number (s) addressed
SALT screening and support from speech therapist for children identified with speech and language needs.	<p>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.</p> <p>Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	1
<p>Use of NELI to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills Reception</p> <p>Nursery</p> <p>Introduction of Wellcomm and Talk Boost</p>	<p>NELI shows progress up to +4 months</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention-scale-up-impact-evaluation</p> <p>Introduction of the Wellcomm screening tool and assessment with early language intervention for reception children.</p>	1
Additional phonics sessions	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from	2

targeted at disadvantaged pupils who require further phonics support.	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	
Delivery in small groups of RWI comprehension.	Teaching reading comprehension strategies has strong evidence of improved attainment in reading. Education Endowment Foundation/EEF	2
Small group brass music tuition Resilient Dance Art tuition Drama therapy	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	5
After school booster maths interventions to target improved arithmetic skills across year 1-6. TA or teacher led 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
Summerhouse intervention for significant behavioural needs.	Behaviour intervention can add up to 4 months progress in attainment and reduce disruption for other pupils. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions?utm_source=/education-evidence/teaching-learning-toolkit/behaviour-interventions&utm_medium=search&utm_campaign=site_search&search_term=behaviour	5
Forest School for nursery and reception.	Evidence suggests it helps children improve in the following ways: <ul style="list-style-type: none"> Confidence: children had the freedom, time and space to learn and demonstrate independence 	1, 5, 6

Forest school for SEND children across the school in targeted groups.	<ul style="list-style-type: none"> • Social skills: children gained increased awareness of the consequences of their actions on peers through team activities such as sharing tools and participating in play • Communication: language development was prompted by the children's sensory experiences • Motivation: the woodland tended to fascinate the children and they developed a keenness to participate and the ability to concentrate over longer periods of time • Physical skills: these improvements were characterised by the development of physical stamina and gross and fine motor skills • Knowledge and understanding: the children developed an interest in the natural surroundings and respect for the environment <p>https://www.forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 57,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Learning Mentor support Drawing and Talking therapy	<p>Targeted 1:1 intervention for children with emotional, attendance or wellbeing or CP needs.</p> <p>Early wellbeing intervention. 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.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</p>	5 & 6
Resilient Yoga Intervention delivered by a trained yoga teacher	<p>https://pmc.ncbi.nlm.nih.gov/articles/PMC10280666/#bibr6-13591045221136016</p> <p>Butzer 2015 study found that ten weeks of yoga intervention on children aged between 7-9 years old showed statistically significant cortisol concentration changes, social interaction, attention span, stress coping, confidence, time on task, academic performance, and improved mood.</p>	5 & 6
SIO Attendance monitoring, Interventions with families, including	Responsibilities are set out in the new attendance document 'Working Together to improve school attendance'.	All

<p>contracts and motivators to raise attendance of children who are PA.</p> <p>Rewards – certificates/trophies/ events/park/pizza trip/parties.</p>	<p>Raising attendance would improve social wellbeing and academic attainment for children who are PP.</p> <p>https://www.gov.uk/government/publications/working-together-to-improve-school-attendance</p>	
<p>Improve the emotional wellbeing and engagement in school life through provision of after school activities.</p> <p>Art clubs Chess club Football club Lunchtime clubs: Gardening, science and computing clubs. Sports blubs</p>	<p>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,</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</p>	5
<p>Targeting development of gross and fine motor skills within the EY as part of a holistic provision including purchase of a range of new resources.</p>	<p>EEF summarised that targeting mark making and fine motor skills as part of a broader programme of activities—that also includes educator demonstration, encouragement, feedback, and goal-setting—might help to develop these skills.</p>	3

Total budgeted cost: £ 212,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Review 2023-2024

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 which 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

	1	2	3	4	5	6
PP	62.5%	43.8%	50.0%	52.6%	72.0%	52.0%
Non-PP	70.4%	85.7%	81.8%	66.7%	79.2%	70.0%

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.

		Pupils		CL			PSED			PD		Literacy			Maths		UTW			EAD	
		No.		LAU	Sp.	SR	MS	BR	GMS	FMS	Comp	Read	Wrt.	Num.	NP	PC	PCC	NW	CWM	BEE	
FSM	Eligible	15		47%	80%	51%	51%	73%	80%	67%	51%	40%	47%	40%	40%	60%	67%	80%	80%	87%	
	Not eligible	41		85%	86%	83%	83%	93%	93%	83%	83%	78%	66%	80%	83%	83%	88%	85%	93%	93%	
	Gap (Eligible - Not eligible)			-38%	-28%	-30%	-40%	-20%	-13%	-16%	-30%	-38%	-19%	-40%	-43%	-23%	-21%	-5%	-11%	-6%	
Disadv.	Disadvantaged	14		48%	57%	57%	50%	71%	78%	64%	50%	38%	50%	38%	38%	57%	64%	79%	79%	86%	
	Other	42		90%	86%	81%	83%	93%	93%	83%	83%	79%	64%	81%	83%	83%	88%	86%	93%	93%	
	Gap (Disadv. - Other)			-43%	-31%	-24%	-43%	-22%	-14%	-19%	-33%	-43%	-14%	-43%	-45%	-26%	-24%	-7%	-14%	-7%	

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.

Outcomes for disadvantaged pupils

Review 2024-2025

The school continues to face budget restraints and limitations. 3 teachers left at the end of the 2024-2025 academic year and were replaced by two ECT teachers and one other teacher.

All TA are now supporting children with EHC plans in Key stage 1 & 2. 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 now 51% currently. We had 28% of pupils on the SEND register (higher than the National Average) and 70% of these children are receiving Pupil Premium funding. At the start of the Autumn term 2025 we have 16 children (5% of the school total) with EHC plans with 2 in process. We are being consulted for a further two places.

Our internal assessments during 2024-2025 suggest that the performance of pupil premium children is still showing an impact due to Covid 19. There is still a significant gap between those who are PP and those who are not. This is evident on entry to the school. More children were identified as PP within Key Stage 1 last year. In some year groups the gap between those who are disadvantaged and those who are not has increased. The difference between PP and children who are not PP is greater in Key Stage 1 but reduces by upper KS2. Persistent absence amongst children who are PP continues to be higher than any other group and is an ongoing concern, despite targeted work with families.

PP Data Analysis of Attainment Summer 25

			Reading	Writing	Maths
Reception	PP	15	67%	67%	60%
	Not PP	32	78%	75%	75%
	Difference		11	8	15
Year 1	PP	23	47.4%	42.1%	42.1%
	Not PP	23	84.8%	75.8%	78.8%
	Difference		37.4	33.7	36.7
Year 2	PP	29	48.1%	33.3%	44.4%
	Not PP	14	76.9%	61.5%	69.2%
	Difference		28.8	28.2	24.8
Year 3	PP	17	58%	52.9%	58.8%
	Not PP	13	100%	92.3%	92.3%
	Difference		42%	39.4	33.5
Year 4	PP	31	58.6%	51.7%	62.1%
	Not PP	18	88.9%	83.3%	83.3%
	Difference		30.3	31.6	21.2
Year 5	PP	21	81%	61.9%	47.6%
	Not PP	16	93.3%	86.7%	86.7%
	Difference		12.3	24.8	39.1
Year 6	PP	25	88%	92%	88%
	Not PP	23	70%	74%	83%
	Difference		+18	+18	+5

End of Key Stage 2

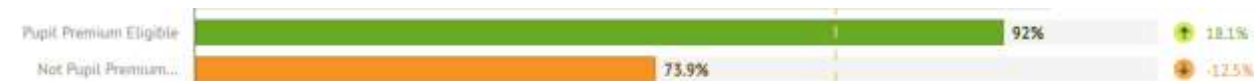
At the end of year 6 there was a significant increase in the attainment of pupils who are PP in RWM combined.



A significant closing of gaps in reading:



And in Writing:



And also in Maths:



Reading Writing Maths combined

	1	2	3	4	5	6
PP	42.1%	25.9%	47.1%	37.9%	42.9%	84%
Non-PP	72.7%	61.5%	84.6%	77.8%	80%	70%

Following the total end of school led tuition funding teachers and teaching assistants delivered a number of after school interventions for children this included PP children, although attendance was not as high as desired. Despite this the gap between PP and non-PP children has widened particularly in Key Stage 1 where there are higher EHC plan needs.

Year 1 Phonics Screening Check (PSC)

Year 1 PSC shows that there was an increase in the numbers of children who are PP and non-PP passing the PSC.



Early years – Good Level of Development

This academic year started with 2 new teachers into Reception. The team settled well with a focus on high quality training for quality first teaching. A number of interventions did occur including SALT interventions, NELI, Bucket Time, Forest School and Phonics interventions. A focus on improving writing continued to be developed across the phase with extensive training on developing the learning environment and speaking and listening. Dramatic Progress for Literacy English units were introduced across the year

alongside bespoke handwriting lessons separate from phonics teaching. These were successful and had impact.

There is a gap between PP children and non-PP children in EY was much lower in this cohort.

		Pupils		CL		PSED			PD		Literacy			Maths		UTW			EAD	
		No.		LAU	Sp.	SR	MS	BR	GMS	FMS	Comp	Read	Wrt.	Num.	NP	PC	PCC	NW	CWM	B
FSM	Eligible	21		71%	67%	95%	90%	100%	90%	81%	67%	67%	67%	62%	76%	71%	76%	71%	86%	76%
	Not eligible	26		85%	85%	88%	88%	92%	92%	92%	85%	81%	77%	77%	81%	85%	81%	85%	88%	92%
	Gap (Eligible - Not eligible)			-14%	-18%	+7%	+2%	+8%	-2%	-11%	-18%	-14%	-10%	-11%	-5%	-14%	-5%	-14%	-2%	-16%
Disadv.	Disadvantaged	15		73%	67%	93%	87%	100%	87%	87%	67%	67%	67%	60%	73%	73%	73%	73%	87%	80%
	Other	32		81%	81%	91%	91%	94%	94%	88%	81%	78%	75%	75%	81%	81%	81%	81%	88%	88%
	Gap (Disadv. - Other)			-8%	-14%	+2%	-4%	+6%	-7%	-1%	-14%	-11%	-8%	-15%	-8%	-8%	-8%	-8%	-1%	-8%

Multiplication Check

There was a 25% increase in the numbers of PP children scoring full marks in the year 4 MTC.



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 but this year the school has adopted the new SMSC Kapow curriculum.

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.

Evaluation of the impact summary:

64.3% of the children were able to use a strategy to make themselves feel better when they were experiencing a strong emotion and a further 23.5% of the group said they could do this sometimes.

55.56% used yoga and mindful strategies in their learning and a further 22.2% said they did this sometimes.

Most of the children enjoyed coming. Some children objected and were torn if yoga clashed with another fun activity such as dance or PE or ICT or art.

76.5% of the children reported that the classes had helped them to be more confident.

100% of the children regularly and sometimes used yoga to help them relax.

Children also commented that they had made friends with other children in their yoga class, and this gave them other people to play with in the playground. Children have regularly commented that if they are alone with no one to play with, they seek out a yoga friend.

A learning mentor continues to support children who are experiencing significant bereavement, domestic or safeguarding challenges as well as children with attendance issues.

Enhancement

Brass instrument lesson and after school band. Many of the children targeted to receive this music enhancement were Pupil Premium child in year 4, 5 & 6. The children received small group tuition and the loan of a brass instrument to practise. They took part in an after-school band. This enhancement ended following the resignation of the brass teacher part the way through the year.

Attendance

RPS Compulsory School Age Attendance Data 2024-2025

	20.9.24	25.10.24	29.11.24	6.12.24	24.1.25	21.2.25	28.3.25	25.4.25	30.5.25
PP	94.4	93.5	92.3	92.3	90.9	90.2	90.9	90.3	90.8
Non-PP	92.1	96.1	96.3	96.6	95.2	95.2	95.5	95.2	95.6
PA	71.5	80.6	80.9	81.3	79.8	79.8	80.7	80.4	80.5
Non-PA	98.6	98.1	97.8	97.8	96.7	96.7	96.4	96	96.2

	27.6.25	4.7.25	25.7.25	5.9.25	19.9.25	3.10.25	10.10.25	17.10.25
PP	91.1	91.1	91.1	93.2	92.8	92.5	93.6	93.7
Non-PP	95.5	95.5	95.3	91.2	95.2	96.1	96.8	96.9
PA	81.7	81.7	81.4	68.6	74.2	80.7	81.4	81.3
Non-PA	96.1	96.1	96	100	98.3	92.7	97.9	97.6

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
Resilient Yoga	Kellie Ansel
Sports activities	Team Get Involved
Resilient Dance	Pioneer Dance
Behaviour Intervention – Summer House	Southwark
Speech and language therapy	Words First
Drama Therapy	Groundwork

Social Skills group	Groundwork
Mentoring	Kids Network Mentoring