

Pupil premium strategy statement – Roe Farm 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	344
Proportion (%) of pupil premium eligible pupils	46.51% (160/344)
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)	2025-2028
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	M Dodson
Pupil premium lead	M Dodson
Governor / Trustee lead	L Puszczynski

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£235,010
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <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>	£235,010

Part A: Pupil premium strategy plan

Statement of intent

At Roe Farm Primary School, we aim to create an inclusive, aspirational community where every child is supported to reach their full potential. We believe academic success and SEMH development is of equal value to enable all pupils can flourish in today's world and are committed to ensuring disadvantaged pupils receive high-quality teaching, targeted support, and opportunities that promote academic, social, and emotional success.

Inclusivity underpins all we do. Every pupil should feel valued and able to thrive, and our Pupil Premium strategy reflects this by removing barriers to learning and promoting equity across school life. We firmly believe high-quality teaching has the greatest impact on outcomes, our strategy centres on investing in staff through strong professional development and evidence-informed practice, aligned with the Education Endowment Foundation's guidance on what most effectively improves attainment for disadvantaged pupils.

Our Pupil Premium strategy is built around three core principles:

1. Quality First Teaching

We prioritise consistently strong teaching supported by research-led practices, including formative assessment, adaptive instruction, and purposeful feedback. Ongoing professional development enables teachers to reflect, refine, and continually enhance their practice.

2. Targeted Academic and Social and Emotional & Attendance Support

We use diagnostic assessment and close monitoring to identify learning gaps and individual needs. Support is timely and evidence-informed, addressing both academic and SEMH needs. Interventions are delivered in class or by our new Inclusion Team and are regularly reviewed for impact.

3. Wider Strategies to Raise Aspirations and Promote Inclusion

We broaden pupils' experiences, build resilience, and raise aspirations for disadvantaged pupils through enrichment, mentoring, and strong pastoral support. Our inclusive ethos ensures every child feels a sense of belonging and purpose within the school community. We recognise that some Pupil Premium pupils are not yet achieving in line with their peers. Our strategy focuses on targeted, evidence-informed interventions, high-quality teaching, and tailored support to close this attainment gap, ensuring all disadvantaged pupils have the opportunity to reach their full potential.

Challenges

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

Challenge number	Detail of challenge
1	<u>Attendance (raising aspirations)</u> – To improve the attendance and readiness to learn for our most disadvantage pupils
2	<u>Social, Emotional and Mental Health (SEMH)</u> - A number of disadvantaged pupils across the school present with SEMH difficulties, including low self-esteem (lack of aspirations), poor emotional regulation, anxiety, and challenges forming positive relationships. These needs are leading to reduced engagement in learning , increased behaviour incidents, and lower academic outcomes, particularly in reading, writing, and maths across all year groups.
3	<u>Attainment</u> - Disadvantaged pupils are achieving below national across RWM and achieving below non-disadvantaged pupils within school.
4	<u>Reading</u> - To ensure all gaps in reading are reduced year on year, for our disadvantaged pupils.
5	<u>Writing</u> – gap between our disadvantage pupils and non PP is widening due to lack of language, SPAG and spelling appears to be a barrier to achieving the expected standard in writing at the end of year 6.
6	<u>EYFS</u> - A significant number of children enter Reception not yet school ready, particularly those eligible for Pupil Premium funding. Many arrive with a lack of foundational skills in areas such as speech, language, and self-care which impacts on their progress and attainment.
7	<u>EYFS</u> Low entry baseline in all prime areas: Communication and language, Physical development, Personal, social and Emotional development

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
1. To remove barriers that negatively affect attendance and punctuality for disadvantaged pupils, leading to improved daily attendance, better classroom readiness, and stronger academic and social outcomes.	<p>Overall attendance for disadvantaged pupils increases and improves over time, moving closer to or meets the school target.</p> <p>Persistent absence among disadvantaged pupils reduces year-on-year.</p>

	<p>Punctuality improves, with a reduction in late marks for disadvantaged pupils.</p> <p>Readiness to learn indicators improve, such as fewer behaviour incidents linked to poor punctuality or lack of engagement at the start of the day.</p> <p>Increased engagement with attendance support, demonstrated through improved communication with families in line with the Inclusive Attendance programme.</p> <p>Disadvantaged pupils report improved aspirations, wellbeing and preparedness for learning, measured through pupil voice, Boxall Profiles and academic progress/attainment.</p>
<p>2. Targeted SEMH support will enable Pupil Premium pupils to develop increased emotional regulation, confidence, and resilience, resulting in improved engagement and readiness to learn.</p> <p>Pupils will demonstrate stronger social interactions and more positive relationships with peers and staff, leading to a reduction in behaviour incidents and time spent out of class.</p> <p>As pupils' emotional needs become better met, their attendance, focus, and participation in lessons will improve. In turn, this increased stability and engagement will support accelerated academic progress—particularly in reading, writing, and maths—helping pupils to close gaps with their non-PP peers and demonstrate improved outcomes over time.</p>	<p><u>Emotional and Social Development</u></p> <p>A measurable increase in pupils' self-regulation skills (e.g., reduced frequency/duration of dysregulated episodes).</p> <p>Improved scores on wellbeing or resilience measures (such as pupil voice surveys, Boxall profiles, or SDQ assessments).</p> <p>Pupils report feeling more confident, safe, and supported in school.</p> <p><u>Behaviour and Engagement</u></p> <p>A reduction in behaviour incidents involving disadvantaged pupils, including fewer removals from class and fewer negative behaviour logs (Classdojo/CPOMS).</p> <p>Increased engagement in learning, evidenced through improved attitude-to-learning scores and stronger participation in lessons.</p> <p>Improved attendance and reduced persistent absenteeism for targeted pupils.</p>

	<p><u>Relationships and Inclusion</u></p> <p>Improved peer relationships and social interactions, observed through teacher reports and playground/classroom monitoring.</p> <p>Greater participation in group work, enrichment activities, and wider school opportunities.</p> <p>Pupils demonstrate a stronger sense of belonging and connectedness to the school community.</p> <p>All areas linked to measurable improvement in academic progress/attainment for disadvantaged pupils.</p>
<p>3. Narrow the attainment gap between disadvantaged (PP) pupils and their non-disadvantaged peers within school so that PP outcomes move closer to parity across Reading, Writing and Maths (RWM).</p> <p>Improve PP attainment to at least meet national expectations, reducing the proportion of PP pupils working below age-related standards.</p> <p>Ensure accelerated progress for PP pupils through high-quality teaching, targeted interventions and precise use of assessment, so that pupils who are currently below age-related expectations rapidly catch up.</p> <p>Strengthen early identification of learning needs and provide timely, evidence-based support to prevent long-term underachievement.</p> <p>Increase PP pupils' confidence, engagement and independence as learners, contributing to improved outcomes across all subjects.</p>	<p><u>Attainment Measures</u></p> <p>The percentage of disadvantaged pupils achieving age-related expectations in RWM increases year-on-year.</p> <p>The gap between disadvantaged and non-disadvantaged pupils in RWM narrows, year on year.</p> <p>The proportion of PP pupils working below Expected in RWM decreases.</p> <p><u>Progress Measures</u></p> <p>Disadvantaged pupils make at least expected or accelerated progress from their starting points in RWM. If this is not the case, targeted interventions show measurable improvement in specific areas of need, evidenced by assessment tracking.</p> <p><u>Engagement and Learning Behaviours</u></p> <p>Disadvantaged pupils demonstrate increased participation in class, homework completion, and engagement in enrichment activities.</p>

<p>Establish a consistent culture of high expectation for disadvantaged pupils, ensuring they receive equitable access to curriculum, enrichment and learning support.</p>	<p>Pupil voice and teacher feedback indicate greater confidence and independence in learning among disadvantaged pupils.</p> <p><u>Teaching and Support Effectiveness</u></p> <p>Evidence of high-quality teaching and effective adaption where appropriate disadvantaged pupils through the schools quality assurance cycle.</p> <p>Interventions impact are monitored and reviewed regularly, with adjustments made to maximise outcomes.</p>
<p>4. To ensure that all gaps in reading attainment are reduced or eliminated, particularly for disadvantaged pupils, so that they can access the full curriculum with confidence. By improving reading skills, comprehension, and engagement, disadvantaged pupils will achieve at least in line with their peers, fostering greater academic progress, self-confidence, and a lifelong love of reading.</p>	<p>Disadvantaged pupils meet or exceed age-related expectations in reading by the end of the year.</p> <p>Termly assessments show accelerated progress, narrowing the attainment gap with peers.</p> <p>Pupils engage actively in reading activities and demonstrate improved confidence and enjoyment.</p> <p>Targeted interventions lead to measurable improvements in reading fluency, comprehension, and vocabulary.</p> <p>Increased parental involvement in supporting reading at home.</p>
<p>5. By the end of Year 6, disadvantaged pupils will close the writing gap with non-disadvantaged peers through improved language, SPAG, and spelling skills, enabling them to achieve the expected standard and demonstrate greater confidence and engagement in writing.</p>	<p><u>Attainment</u></p> <p>By the end of Year 6, the proportion of disadvantaged pupils meeting the expected standard in writing will increase to match or come within 5% of non-disadvantaged pupils.</p> <p><u>SPAG and Spelling</u></p> <p>Disadvantaged pupils will show measurable improvement in SPAG and spelling assessments, with at least 80% making expected or better progress from their starting points.</p>

	<p><u>Language Development</u> Disadvantaged pupils will demonstrate increased use of age-appropriate vocabulary and sentence structures in independent writing tasks, evidenced in termly writing moderation.</p> <p><u>Engagement and Confidence</u> Disadvantaged pupils will show improved engagement and confidence in writing lessons demonstrated through the schools quality assurance cycle, pupil voice, and increased completion of independent writing tasks.</p>
<p>6. Children eligible for Pupil Premium will make accelerated progress in Reception, particularly in communication, language, personal development, and early literacy and numeracy skills. By the end of the year, they will demonstrate the confidence, independence, and foundational skills needed to access the Year 1 curriculum alongside their peers, narrowing the attainment gap and ensuring they are school-ready.</p>	<p><u>Communication and Language</u> The % of disadvantaged pupils meeting or exceeding expected levels in listening, attention, and speaking by the end of Reception will increase year on year to be more in line with national.</p> <p><u>Personal, Social, and Emotional Development</u> Children show increased independence and self-regulation, with fewer requiring additional support to engage in classroom routines. School will be able to measure impact of children entering Reception directly from our nursery setting/</p> <p><u>Physical Development</u> Children demonstrate improved fine and gross motor skills, with measurable progress in self-care tasks such as dressing, feeding, and hygiene.</p> <p><u>Early Literacy and Numeracy</u> The % of disadvantage pupils reaching expected levels in early phonics, reading readiness, and number concepts by the end of Reception.</p> <p><u>Overall Readiness for Year 1</u> The % of disadvantaged pupils achieving a “Good Level of Development” (GLD), reflecting readiness for the Year 1 curriculum increases year on year.</p>

<p>7. All disadvantaged pupils make progress in Communication and Language, Physical Development, and Personal, Social, and Emotional Development, reducing the attainment gap with their peers and ensuring readiness for Year 1.</p>	<p>All disadvantaged pupils show accelerated progress from their low baseline.</p> <p>The attainment gap between disadvantaged pupils and peers is significantly reduced by the end of EYFS and the gap continues to close as they progress through KS1 and KS2.</p> <p>Pupils are ready to access Year 1 curriculum, socially, emotionally, and academically.</p>
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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: £75,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase and delivery of the Little Wandle Fluency programme to complement the existing phonics scheme.</p>	<p>https://educationendowmentfoundation.org.uk/news/why-focus-on-reading-fluency</p> <p>https://www.improvingliteracy.org/resource/why-does-fluent-reading-matter</p> <p>https://ecis.org/measuring-reading-fluency/</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p>	<p>3,4,5, 6 & 7</p>
<p>Staff training in the delivery of Foundations for Phonics</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years</p>	<p>3,4, 5,6,7</p>
<p>Attendance leads to complete the Inclusive Attendance programme</p>	<p>Working Together to Improve School Attendance -DFE</p> <p>https://inclusive-attendance.co.uk/</p>	<p>1, 2, 3, 4, 5, 6 & 7</p>
<p>Develop reading for pleasure through greater access to books.</p>	<p>https://literacytrust.org.uk/reading-for-pleasure/</p> <p>https://www.gov.uk/government/publications/research-evidence-on-reading-for-pleasure</p>	<p>1, 2 & 3</p>

	Engagement in reading takes a dip as pupils progress through KS2.	
Development of the writing curriculum to emphasise greater opportunities for improving and editing. Updated whole school writing assessment strategy	Drawing Club introduced for EYFS and KS1 https://www.canigoandplaynow.com/drawing-club.html https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths	3, 4, 5 & 6
Implementation of advice from external EYFS consultant to support in the development of the EYFS provision and quality first teaching.	https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2 https://www.gov.uk/government/publications/best-start-in-life-a-research-review-for-early-years/best-start-in-life-part-1-setting-the-scene http://www.earlychildhoodforum.org/uploads/Getting_it_right_in_the_EYFS_Literature_Review.pdf	3, 5 & 6
Quality CPD opportunities and use of coaching techniques to improve Inclusive Quality First teaching and Inclusive practice across all staff	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. Currently undertaking NPQ qualification: NPQH X1 NPQSL X1 NPQEYL X2 NPQ – SENCO X1	1,2,3,4,5, 6 & 7

Targeted academic support (development of Inclusive Quality First teaching, structured interventions within class and delivered by the Inclusion Team)

Budgeted cost: £103,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Rapid Catch up	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	3, 4 & 5

	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.	
SEMH provisions including nurture provisions, delivered by classes and as part of the Inclusion Team	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	1, 2, 3, 4, 5, 6 & 7
Resilience Group sessions	Building resilient learners to cope with challenges, setbacks and obstacles that are faced in daily life. Supporting pupils to: <ul style="list-style-type: none"> • Help to build positive relationships and connectedness • Promote positive emotions • Foster a sense of competence • Teach the importance of health and well-being • Encourage goal-setting • Develop problem-solving skills Cultivate a growth mind set Practicing gratitude 	1,2 & 3
Lego Therapy	https://therapyfocus.org.au/on-the-blog/what-is-lego-therapy/ https://www.autism.org.uk/advice-and-guidance/professional-practice/lego-pilot	1,2 & 3
Residential Experiences	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. https://www.action4youth.org/news-and-blog/the-benefits-of-residential-trips/ https://learningaway.org.uk/wp-content/uploads/Learning-Away-Interim-Evaluation-Summary-2-September-2014.pdf	1, 2 & 3
Targeted support, including booster groups to support disadvantaged pupils delivered by teachers and teaching assistants	https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching https://teaching.blog.gov.uk/2024/12/02/focus-five-a-high-impact-low-cost-response-to-disadvantage/	3,4 & 5

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

Budgeted cost: £56,510

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>"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> <p>https://nationalcollege.com/news/ofsted-cultural-capital-guide</p>	1,2 & 3
Learning mentor to support families and pupils who are struggling due to social and emotional issues and with attendance.	At Inclusive Attendance Ltd, we are driven by a singular mission: to cultivate a culture in schools where everyone is responsible for attendance. Step into a realm of educational transformation where attendance isn't just a statistic, but a catalyst for improving the lives of children, families and fostering social regeneration.	1,2,3, 6 & 7
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.	1,2 & 3
Behaviour and academic support from Inclusion Team. Use of Zones of regulation. Resilience Group weekly session	<p>Children with higher levels of emotional, behavioural, social, and school wellbeing, on average, have higher levels of academic achievement and are more engaged in school, both concurrently and in later years.</p> <p>https://assets.publishing.service.gov.uk/media/5a747ef340f0b604dd7ae609/DFE-RR253.pdf</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</p> <p>https://www.irejournals.com/formatedpaper/1705442.pdf</p>	1, 2, 3, 4, 5, 6 & 7

Total budgeted cost: £235,010

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

1. To ensure all gaps in reading are reduced or eliminated, particularly for our disadvantaged pupils.

EYFS

Good level of development – 17 children. 52.9% of those achieved GLD.

- **52.9% GLD is above both NCER National (+ 1.5%) and LA (+0.9%)**

Phonics – 20 children – 7/20 did not take the test – of the 13 that did, 9 passed (69%) and 1 child achieved a mark of 31/40.

- 69% is above both NCER National (+2.2%) and LA (+2.3%)
- Focus on early identification and interventions to support all pupils achieving combined.

KS2 Attainment summary

33 children – 4/33 (12%) unable to access the test due to SEN/SEMH needs

- Combined excluding the four pupils - 8/29 is 28% is below both NCER National (-19.5%) and LA (-14%) and is a decrease of 5% on 2023-24.

Reading

33 children – 4/33 (12%) unable to access the test due to SEN/SEMH needs

- Reading excluding the four pupils - 18/29 is 62% which is below NCER National (-1.2%) but above LA (+ 4.4%) and 4% increase on 2023-24.

Maths

33 children – 4/33 (12%) unable to access the test due to SEN/SEMH needs

- Maths excluding the four pupils - 12/29 is 41.4% which is below both NCER National (-19.1%) and LA (-13.6%)
- *Mathematics is a whole school priority due to trend in data and outcomes over last 2 years*

Writing

33 children – 4/33 (12%) unable to access the test due to SEN/SEMH needs

- Writing excluding the four pupils - 14/29 is 48.3% which is below both NCER National (-11.1%) and LA (-5.4%) but an increase of 9.4% increase on 2023-24.
- *Writing continues to be a whole school priority due to trend in data, including developing GDS writers*

Whole School

RWM – 2023/24 to RWM 2024/25

- Gap for disadvantage pupils in years 3, 4, 5 is decreasing by 16.9%, 16% and 5.5% between 2023/24 and 2024/25
- Gap for disadvantaged pupils in year 2 and 6 is increasing +31.5% and 4.6%

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
Phonics	Little Wandle
Zones of Regulation	Zones of Regulation
Lego Therapy	STePS
Attention Autism	STePS
Sensory Circuits	STePS
Physical Literacy	Derby CCCT