

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Royton Hall Primary School
Number of pupils in school	323
Proportion (%) of pupil premium eligible pupils	33%
Academic year/years that our current pupil premium strategy plan covers	2024-25
Date this statement was published	November 2024
Date on which it will be reviewed	November 2025
Statement authorised by	T Wood
Pupil premium lead	S Charlton
Governor	Michael Booth

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 173 480
Recovery premium funding allocation this academic year	£ 4 000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£177 480

Part A: Pupil premium strategy plan

Statement of intent

Our ultimate objective is to give all of our children an ambitious rich and diverse curriculum. This means that all pupils, irrespective of their disadvantages are given the very best education whilst here at Royton Hall. This includes a focus on attendance, mental health, language and communication, phonics, and number fluency.

We aim to narrow these gaps by focusing on the best strategies to close those gaps and help pupils thrive.

The key principles are:

- **To ensure Quality First Teaching is evident in every classroom**
- **To ensure there is appropriate provision for all groups of pupils**
- **To assist families in enabling their children to thrive**

Challenges

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

Challenge number	Detail of challenge
1	Attendance rates for disadvantaged pupils are below non-disadvantaged. This attendance gap indicates that disadvantaged pupils are more likely to miss school which can impact their academic progress and engagement. Addressing this disparity is essential to ensuring that all pupils have equal access to learning opportunities and can fully benefit from the curriculum.
2	To ensure the curriculum is robust and has defined outcomes so that pupils are secure in their knowledge and understanding. Some vulnerable pupils are not demonstrating enough clarity or understanding of the topic when asked about their learning in the Foundation Subjects. Subject leaders to attend all available supportive networks to keep up to date with research and effective practice in their field.
3	To ensure struggling readers gain the phonics knowledge they need to read successfully. Some pupils require further support in developing their knowledge of phonics in KS1 and developing fluency in Lower Key Stage 2.
4	To provide a range of opportunities for pupils with limited life experiences. Pupils to have access to cultural experiences to develop their cultural capital, including Forest School.

5	<p>To engage parents and support them in accessing appropriate services.</p> <p>Ensure parents who require support access the appropriate agencies via workshops, meetings, gathering information, sign posting etc.</p>
6	<p>To support the mental health of pupils who struggle to thrive in the school environment.</p> <p>Emotionally based school avoidance requires skilled staff to support and encourage pupils who have high levels of anxiety. To train further ELSA and whole school trauma approaches. To train Mental Health Leads and Mental Health First Aiders.</p>

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Early Readers are supported to become fluent by end of Year 4	Percentage of pupils achieving ARE in reading is showing steady progression.
Two additional trained ELSA A trained Mental Health Lead in school Mental Health Support register and referrals to MHST Referral pathway to CAHMS	Pupils are supported in school for low level mental health concerns and referred to other agencies where appropriate. Further supports the improvement in attendance.
Pupils to be secure at Phase 5 phonics by the end of Year 1	Vulnerable pupils above National for phonics screen pass at the end of Y1
To narrow the gap between PP and NPP attendance. To have a clear pathway of support & consequences	Reduction in the gap between PP and NPP attendance via secure and supportive relations with parents.
Parents to feel fully supported by school enabling them to access relevant agencies	Improved attendance for vulnerable pupils. Parental engagement with workshops and external agencies.
Curriculum expected outcomes are clear and precise in each topic.	Pupils can explain their learning and use the appropriate subject specific vocabulary
To enhance the Cultural Capital and widen the experiences of vulnerable pupils.	Pupils can discuss their experiences of theatre, music, trips and visits with confidence.

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: 138 518

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance Team Recruit & Train	Capacity to make first day calls, follow up calls, texts, emails or visits, arranged meetings and external agency engagement.	1 & 5
ELSA Training	Two further staff trained to support pupils with low level mental health issues. Supports school refusers, anxiety and worry. Issues with socialisation.	6
Additional teacher	To accommodate smaller classes that support the challenges in EYs	4
Supply cover	Covering staff release for training and curriculum monitoring	2
Peer observations (Cover required)	Teachers observe each other in threes and focus on specific elements related to school priorities and development of teacher practice.	2
Phonics Intervention (Catch-Up)	Training for the Phonics Leader. Continued training for the TAs who deliver the 'Catch-Up' interventions	3
Pastoral Worker	Supporting vulnerable pupils and their families with support including Child in Need and Early Help referrals	1 / 5 / 6
Reading Training for SENCO		3
Staff Supervision	Coaching to enable self- development of staff wellbeing.	6

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

Budgeted cost: £37 338

Activity	Evidence that supports this approach	Challenge number(s) addressed
TA interventions	Phonics keep up Reading Groups Meet & Greet 1-1 therapy Booster Classes Tutoring Third Space	1-4
Continuous Provision in KS1	Structured intervention for a smooth transition from Reception to Year 1	2
Pastoral interventions	ELSA sessions support low level mood and anxiety and capture evidence for those requiring other agency intervention Emotional Literacy is a recognised support net for pupils with low level anxiety Supervision supports the mental health of the staff delivering these sessions.	6

Wider strategies (for example, related to attendance, behaviour, wellbeing) Budgeted cost: £10 400

Activity	Evidence that supports this approach	Challenge number(s) addressed
SEMHS	Behaviour support	6
Enrichment days	Music and art for wellbeing Outdoor Residential	2 & 4
CPOMS/ Safeguarding	Mechanism for identifying patterns of behaviour and concerns.	6
Mental Health Programmes - resources	Specific programmes to support the emotional health and wellbeing of pupils	6
The Key for School Leaders	Records evidence of attendance and punctuality	1 & 2

Total budgeted cost: £186 256

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 2023 - 2024 academic year.

<u>Attendance</u>
PP 94% Non-PP 94.5%
GLD PP 66% Non-PP 72%
Y1 Phonics PP 90% Non-PP 90%
Y2 Resit PP 100% Non-PP Not applicable
Key Stage 2
Reading - Y6 PP 67% Non-PP 79%
Writing – PP 62% Non-PP 83%
Maths – PP 71% Non-PP 79%

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Tutoring	Third Space Learning

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	

What was the impact of that spending on service pupil premium eligible pupils?	
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Further information (optional)

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