



# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2025 to 2026 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	293 (+23 Nursery) =316
Proportion (%) of pupil premium eligible pupils	27.53% (87 pupils)
Academic year/years that our current pupil premium strategy plan covers	<b>2025-26</b>
Date this statement was published	November 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Sarah Charlton
Pupil premium lead	Dan Charnock
Governor	Michael Booth

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 163 840
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£166 840 (£163 840 + £3 000 CLA PP funding)

# Part A: Pupil premium strategy plan

## Statement of intent

At Royton Hall Primary School, our aim is that all pupils, regardless of their background or any challenges they may face, make strong progress and achieve highly across all areas of the curriculum. We recognise that disadvantaged pupils may experience a range of barriers that can affect their learning, and our strategy focuses on helping every child to reach their full potential, including those who are already high achievers.

We are committed to equipping children with the knowledge, skills and values they need to succeed both academically and socially. By offering a wide range of exciting opportunities and a rich, engaging curriculum, we strive to develop confident, curious learners who love learning and understand how they learn best.

Our goal is to create a happy, caring, and stimulating environment where every child feels safe, valued, and able to achieve their very best, preparing them to make a positive contribution to society.

At the heart of our approach is high-quality teaching, which we know has the greatest impact on closing the attainment gap for disadvantaged pupils. Our approach also ensures that the progress and attainment of non-disadvantaged pupils are maintained and enhanced alongside that of their peers.

We also take into account the needs of vulnerable pupils, including those with a social worker or who act as young carers. The actions and support outlined in our strategy are designed to meet the needs of all pupils, ensuring that every child at Royton Hall Primary School has the opportunity to 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	<b>Attendance</b> 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	<b>Oracy</b> Underdeveloped oral language skills and vocabulary gaps on entry to Nursery and Reception and general school readiness. This impacts on all areas of the curriculum but particularly phonics, reading and writing.

3	<p><b>To ensure struggling readers gain the phonics knowledge they need to read successfully.</b></p> <p>Some pupils require further support in developing their knowledge of phonics in KS1 and developing fluency in Key Stage 2.</p>
4	<p><b>Limited life experiences and Cultural Capital</b></p> <p>Limited life experiences and opportunities to engage in activities and experiences outside of school for some disadvantaged pupils due to financial reasons or accessibility, creates additional barriers to learning. Pupils can have difficulty making links in their learning due to limited life experiences.</p>
5	<p><b>Limited parental engagement</b></p> <p>Not all parents attend events that the school provides that focus on the curriculum, learning and progress.</p> <p>Additionally, some parents may need support in accessing appropriate services and agencies via workshops, meetings, gathering information, sign posting etc.</p>
6	<p><b>High levels of SEMH</b></p> <p>There are an increasing number of pupils and, sometimes parents, who struggle with their mental health. Some families receive targeted support from outside agencies such as Early Help. We have an increasing number of pupils accessing counselling and pastoral support in school.</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
Pupil Premium pupils demonstrate improved and sustained attendance.	<ul style="list-style-type: none"> <li>The attendance gap between PP and non-PP reduces term on term.</li> <li>Evidence of strong supportive relationships with families through regular communication and early intervention.</li> <li>Reduction in persistent absence among PP pupils.</li> </ul>
Pupils develop secure oral language skills and a rich vocabulary.	<ul style="list-style-type: none"> <li>Identified pupils access high-quality speech, language and communication interventions.</li> <li>Pupils demonstrate increased confidence when speaking in class and using new vocabulary across subjects.</li> <li>Assessments show measurable improvement in receptive and expressive language.</li> </ul>
Early readers at risk of falling behind make rapid progress in phonics.	<ul style="list-style-type: none"> <li>Vulnerable pupils meet or exceed national expectations in the Year 1 Phonics Screening Check.</li> <li>Ongoing phonics assessment shows accelerated progress for identified pupils.</li> <li>Gaps are addressed through targeted, evidence-based interventions.</li> </ul>
Pupils develop reading fluency, comprehension and confidence.	<ul style="list-style-type: none"> <li>Increasing proportion of PP pupils achieve ARE or make above expected progress in reading.</li> <li>Fluency assessments show improved pace, accuracy and prosody.</li> <li>Pupils increasingly choose to read for pleasure and can discuss books confidently.</li> </ul>

Pupils with SEMH needs receive timely and appropriate support, improving wellbeing and readiness to learn.	<ul style="list-style-type: none"> <li>• Pupils access in-school SEMH interventions and, where necessary, external specialist agencies.</li> <li>• Pupil surveys and behaviour logs show improvements in emotional regulation and engagement.</li> <li>• Improved attendance and reduced behaviour incidents for supported pupils.</li> </ul>
Pupils experience a wider range of cultural, social and enrichment opportunities.	<ul style="list-style-type: none"> <li>• Pupils confidently discuss experiences from trips, performances, workshops and enrichment activities.</li> <li>• All PP pupils access a minimum entitlement of extracurricular and cultural opportunities.</li> <li>• Increased participation rates in clubs, visits and enrichment events.</li> </ul>
Parents feel supported and able to access relevant services and agencies to benefit their children.	<ul style="list-style-type: none"> <li>• Increased parental engagement with school-led workshops, meetings and events.</li> <li>• Parents report improved confidence in accessing external support services.</li> <li>• Improved attendance for pupils whose families receive targeted support.</li> </ul>

## 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: £133 492

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance Team	Capacity to provide immediate first-day response, follow-up calls, texts and home visits. Consistent communication strengthens relationships with families and removes barriers to regular attendance. Strong alignment with EEF findings on the impact of parental engagement and early intervention.	1 & 5
Mental Health Team	Trained staff offer targeted support for pupils with emerging or low-level SEMH needs, reducing anxiety, supporting emotional regulation and improving readiness to learn. Early mental-health intervention is recommended by Public Health England and supported by evidence on the link between wellbeing and attainment.	6
Additional teacher	Smaller class sizes enable high-quality adult-child interaction, rich oral language modelling, and focused support for early communication skills. Strong alignment with EEF evidence on improving early language and communication through structured talk and targeted interaction.	2

Phonics Intervention (Keep Up & Catch-Up sessions)	Structured training and coaching for class teachers and TAs ensures fidelity to the phonics programme and high-quality delivery. EEF evidence emphasises that well-trained support staff deliver the greatest impact. These sessions provide rapid, targeted intervention to address decoding gaps.	3
Pastoral Worker	Provides targeted pastoral support for vulnerable pupils and their families, including Early Help and Child in Need referrals. Strengthens home-school relationships, reduces safeguarding risks, and addresses barriers to attendance and engagement. Aligned with EEF guidance on parental engagement and multi-agency working.	1, 5 & 6
Reading	Regular reading practice, including OTTER sessions and daily 1:1 reading, accelerates decoding, fluency and comprehension for struggling readers. This reflects EEF evidence that frequent, structured reading practice significantly improves progress for disadvantaged pupils.	3
Staff Supervision	Professional supervision and coaching supports staff wellbeing, reflective practice and capacity to respond effectively to pupils with SEMH needs. Strong staff wellbeing correlates with improved pupil relationships, behaviour and consistency of support. Recommended in DfE guidance on staff workload and mental health.	6

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

Budgeted cost: £22 194

Activity	Evidence that supports this approach	Challenge number(s) addressed
TA interventions	<p><b>Phonics keep-up and catch-up sessions:</b> Research from the Education Endowment Foundation (EEF) shows that targeted, structured phonics interventions are highly effective for improving early reading, particularly for pupils who are falling behind.</p> <p><b>Small-group and 1:1 TA-led intervention:</b> EEF guidance also confirms that TAs can have a positive impact when delivering high-quality, well-structured programmes with clear training and resources.</p> <p><b>Speech and Language programmes:</b> Early language interventions are shown to significantly improve expressive and receptive language skills, which directly links to literacy and later academic attainment.</p> <p><b>Booster classes / Mastering Number:</b> Structured numeracy interventions (including Mastering Number) have strong evidence for improving number sense, early arithmetic skills, and closing attainment gaps.</p>	2, 3 & 6

Continuous Provision in KS1	<p>Research on early child development shows that continuous provision supports smooth transition, enabling:</p> <ul style="list-style-type: none"> <li>• sustained play-based learning</li> <li>• gradual increase in cognitive demand</li> <li>• reduced anxiety and improved classroom readiness</li> </ul> <p>The EYFS–KS1 transition is widely recognised as a period requiring stability; maintaining aspects of continuous provision ensures children do not experience a sudden shift in expectations.</p>	2
Pastoral interventions	<p>ELSA sessions support pupils with low-level mood or anxiety needs and help identify those requiring further external agency involvement.</p> <p>Emotional Literacy development provides a recognised support pathway for pupils with low-level anxiety.</p> <p>Supervision for staff delivering these interventions supports their wellbeing, enabling consistent and high-quality pastoral care.</p>	5 & 6

**Wider strategies (for example, related to attendance, behaviour, wellbeing)** Budgeted cost: £11 160

Activity	Evidence that supports this approach	Challenge number(s) addressed
SEMHS	Behaviour support strategies help pupils develop emotional regulation skills, reduce behaviour-related barriers to learning, and increase engagement in class.	6
Enrichment days	<p>Music, art, and science-based enrichment activities have proven benefits for wellbeing, curiosity, and engagement.</p> <p>Whole-school pantomime visit enhances cultural capital and shared experiences.</p> <p>Outdoor residential build resilience, confidence, teamwork, and independence.</p>	4
CPOMS/ Safeguarding	Provides a structured, reliable mechanism for tracking safeguarding concerns and identifying patterns of behaviour, enabling early intervention and effective multi-agency communication.	5 & 6
Mental Health Programmes - resources	Evidence-based programmes that support pupils' emotional wellbeing, self-regulation, and resilience, particularly for those presenting with emerging mental health needs.	6
Insight Tracking System	Attendance and attainment tracking systems help identify groups at risk, enabling targeted interventions to address gaps and emerging concerns early.	1
Attendance Team	Dedicated monitoring allows early identification of pupils at risk of falling below school attendance expectations, enabling proactive communication with families and targeted support.	1 & 5

**Total budgeted cost: £166 846**

## 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 2024 - 2025 academic year.

<b><u>Attendance</u></b> Pupil Premium 93%    Non-Pupil Premium 95%
<b><u>Achievement</u></b> <b>Reception GLD</b> Pupil Premium 60% Non- Pupil Premium 79% <b>Year 1 Phonics</b> Pupil Premium 86% Non-Pupil Premium 93% <b>Year 2 Resit</b> Pupil Premium 100% Non-Pupil Premium 50%
<b>Key Stage 2</b> <b>Reading</b> Pupil Premium 63% Non- Pupil Premium 81% <b>Writing</b> Pupil Premium 63% Non- Pupil Premium 81% <b>Maths</b> Pupil Premium 63% Non- Pupil Premium 76%

### 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

### 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?	

**Further information (optional)**

--