

# 2024 – 2025 Pupil premium strategy statement

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 effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	Roding Primary School
Number of pupils in school	432
Proportion (%) of pupil premium eligible pupils	20%
Academic year/years that our current pupil premium strategy plan covers	1 Year
Date this statement was published	Autumn 2024
Date on which it will be reviewed	Autumn 2025
Statement authorised by	Melissa Nwankiti
Pupil premium lead	Paul Cogan
Governor / Trustee lead	Dawn Hallybone

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£118,400
Pupil premium funding carried forward from previous years	0
<b>Total budget for this academic year</b>	<b>£118,400</b>

# Part A: Pupil premium strategy plan

## Statement of intent

Our aim is to ensure that all our pupils are not disadvantaged as a result of their socioeconomic context. We believe that with the correct support all pupils can achieve their full potential, as long as the provision meets their needs. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve across all subject areas and make good progress. Our ultimate objectives are to:

- ✓ Remove barriers to learning created by poverty, family circumstance and background
- ✓ Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally
- ✓ Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum
- ✓ Develop confidence in their ability to communicate effectively in a wide range of contexts
- ✓ Enable pupils to look after their social and emotional wellbeing and to develop resilience.
- ✓ Access a wide range of opportunities to develop their knowledge and understanding of the world

At Roding Primary School, we welcome the additional funding to support our pupil premium pupils. We have taken a bespoke approach to the use of this funding, based upon educational research and best practice recommended by the Education Endowment Foundation (EEF).

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress in all areas of learning. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal. As a school, we will consider the challenges faced by vulnerable pupils, such as those who have a social worker and those who have additional needs.

High quality teaching is the principle strategy of our approach; proven to have the greatest impact upon closing the attainment gap but also essential to ensure all pupils, develop a love of learning, achieve goals and make progress.

Our approach will be responsive to common challenges, both nationwide and indicative to Redbridge Local Authority, as well as personalised individual needs. This will be 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 identified quickly
- Prioritise approved approaches that ensures children make accelerated progress in reading as this is the vehicle through which children are able to confidently access the curriculum
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- ensure social and emotional barriers are identified quickly and effective early intervention is put in place
- ensure pupil premium funding is allocated following a needs analysis which will identify priority classes, groups or individuals
- ensure work funded through the pupil premium will be aimed at accelerating progress and ensuring access to a rich, broad and balanced curriculum.

## Challenges

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

Challenge number	Detail of challenge
1.	Across the school, many of our pupil premium pupils have gaps in knowledge leading to some pupils falling further behind age-related expectations in reading, writing and maths.
2.	Pupils in EYFS and KS1 have struggled to grasp early number concepts to support number acquisition. Older pupils have gaps in mathematical knowledge leading to poor attainment and slower progress than expected.
3.	Social and emotional development is a barrier to learning for some of our pupil premium pupils
4.	A number of our pupil premium pupils have not grasped the early reading phonetical knowledge to support with reading fluency. This makes reading a challenge for them.
5.	Many disadvantaged pupils at our school have had less exposure to a wide vocabulary to support their writing
6.	Limited experiences that are supportive of pupil's learning and wider development along with a lack of enrichment opportunities have restricted cultural capital and created challenges that particularly affect disadvantaged pupils, including their attainment.
7.	In addition to being disadvantaged, many of our pupil premium children have a special educational need
8.	Attendance rates continue to be below national for disadvantaged pupils. Persistent absence rates are high and above national average. There is a gap between PP and non-PP for persistent absence rates
9.	Observations and Pupil Progress Meetings have shown under developed oral language skills and language gaps in pupils. This is evident in EAL pupils as well as English speaking pupils and is seen across the school although is particularly evident our disadvantaged pupils.

## 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
Improve Reading attainment across the school, including ensuring that children leave KS1 with strong early reading skills.	Phonics Screening test 2025 (in line or above National) SATS results 2025 (in line or above National)
For disadvantaged children to have further access to reading and writing material and opportunities at home	For children to be able to talk and be excited about books they read at home For children to share books between school and home, to link their experiences For disadvantaged children to make progress in reading attainment
Improve Maths attainment across the school.	Multiplication check 2025 SATS results 2025 (in line or above National)

Improve Writing attainment across the school, including the use of vocabulary in Years 4, 5 and 6.	Teacher Writing Assessment (in line or above National)
An improving picture of attendance and punctuality is evident.	There is a reduced amount of pupils late to school There is evidence of tackling poor attendance and lateness
Social and emotional barriers to learning are addressed through ELSA/nurture provision. Children who take part in the intervention are able to discuss their feelings and have strategies for positively managing these thoughts and feelings overtime. access all aspects of the curriculum by the end of the curriculum	Boxall Profile targets are met for pupils accessing intervention A reduction in negative behaviour incidents for pupils accessing intervention An improvement in self-esteem and self-worth, as shown by Boxall Profiles for identified children
Providing equal access to enable all children to participate in enriching and cultural experiences	For children to learn a musical instrument For children to have access all school trips including the Year 6 residential

## 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: £ £14,000

Activity	Evidence and rationale that supports this approach	Challenge number(s) addressed
Various CPD to support teacher pedagogy (questioning, writing, EYFS, Computing)	High quality teaching links directly to high quality outcomes across the curriculum. Teachers need access to high quality CPD to improve teaching outcomes.	1
Redbridge Education Partnership	Redbridge Education Partnership (REP) provides schools within the partnership with high quality CPD which all teachers can access. High quality CPD can improve teach performance thus leading to high quality outcomes for all pupils.	All
Mastering Number Programme  Primary Teaching for Mastery Programme	The Mastering Number Programme is aimed at strengthening the understanding of number, and fluency with number facts, among children in the first three years of school. Mastering Number is wholly consistent with and complementary to the Primary Teaching for Mastery Programme, which has been running in more than 8,000 schools since 2016	2
Ruth Miskin training and support	Ruth Miskin Phonics training and support provides professional development to staff and leaders. This support includes access to an online portal of training videos and 2x development days for the phonics lead to work alongside a trainer from the RWI programme.	4
ELSA (Emotional Literacy Support Assistant)/Nurture Training/supervision by REWT (Redbridge Emotional Wellbeing Team)	Ensuring we can support the children who need 1 to1 or group ELSA interventions	3
<b>Education Endowment Fund (EEF) Evidence:</b> <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development?utm_source=/education-evidence/guidance-reports/effective-professional-development&amp;utm_medium=search&amp;utm_campaign=site_searchh&amp;search_term">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development?utm_source=/education-evidence/guidance-reports/effective-professional-development&amp;utm_medium=search&amp;utm_campaign=site_searchh&amp;search_term</a>		

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

Budgeted cost: £47,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech and language intervention for pupils needing additional support including EAL intervention to support children who are new to English	Overall, studies of communication and language approaches consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills.	9
Additional Maths tuition in Year 3, Year 6	Small group tuition has an average impact of four months' additional progress over the course of a year.	1
Additional phonics instruction from Rec – Y3 3 x per week with teaching assistant	Additional phonics support 3x weekly will support a 'Keep up not catch up' ethos to the schools early reading approach.	4
Bedrock vocabulary programme – Year 4, 5 and 6	'Language is the foundation of all learning' Bedrock Vocabulary narrows the word gap that exists between different groups of students and improve outcomes across the curriculum for all students. Bedrock's extensive vocabulary curriculum delivers excellent progress for students which leads pupils to become word aware and have the tools to improve their vocabulary.	5
Reading intervention for children in KS2 <ul style="list-style-type: none"> <li>• Reading Plus</li> <li>• Fresh Start</li> <li>• Rise and Read</li> </ul>	<p>Reading Plus is an adaptive literacy solution that improves fluency, comprehension, vocabulary, stamina, and motivation.</p> <p>Fresh Start is a catch-up literacy intervention for pupils at risk of falling behind their peers in early secondary schooling. It provides systematic and rigorous practice in phonics so that pupils are at an appropriate level to join the mainstream group after completion of the intervention.</p> <p>Evidence suggests that there is a positive relationship between reading frequency, reading enjoyment and attainment. 'Rise and Read' provides pupils with positive reading experiences as they are able to explore books that they enjoy.</p>	1
<p><b>Education Endowment Fund (EEF) Evidence:</b>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition?utm_source=/education-evidence/teaching-learning-toolkit/small-group-tuition&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=TUTORING">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition?utm_source=/education-evidence/teaching-learning-toolkit/small-group-tuition&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=TUTORING</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches">https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</a></p>		

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

Budgeted cost: £58,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deputy Headteacher leading on Behaviour across the school. Mentoring key pupils and developing behaviour strategy.	Behaviour interventions seek to improve attainment by reducing challenging behaviour in school. By addressing challenging behaviour, we develop a positive school ethos across the whole school which also aim to support greater engagement in learning	3
Small group music tuition	Small group music tuition allows children to participate in learning a musical instrument that they would not ordinarily have the opportunity to do. Wider benefits such as more positive attitudes to learning and increased well-being are a focus <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a>	6
ELSA trained TA	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school in later life EEF <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>	7
Redbridge Education Welfare services and leadership to oversee attendance at school	Poor attendance has a detrimental effect on pupil progress and outcomes and there is a direct correlation between poor attendance and poor performance. The Education Welfare Officer supports the school to challenge lateness and poor attendance.	8
<b>Education Endowment Fund (EEF) Evidence:</b> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>		

**Total budgeted cost: £119,000**

## 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 2022 to 2023 academic year.

#### School Performance Data

##### Early Years Foundation Stage (July 2024)

	<b>Pupil Premium</b> Good Level of Development	<b>All</b> Good Level of Development	<b>Pupil Premium</b> Early Learning Goals	<b>All</b> Early Learning Goals
<b>School</b>	50%	72%	50%	72%

*Pupil Premium numbers in reception last year were very small.*

##### Phonics (July 2024)

	<b>Year 1 Pupil Premium</b> achieving expected standard by end of Year 1	<b>All Year 1 pupils</b> achieving expected standard by end of Year 1	<b>Year 2 Pupil Premium</b> achieving expected standard by end of Year 2	<b>All Year 2 pupils</b> achieving expected standard by end of Year 2
<b>School</b>	80%	83%	86%	92%

*80% of Pupil Premium pupils in Year 1 achieved expected standard for Phonics at Roding which was above national for pupil premium children.*

*86% of Pupil Premium pupils in Year 2 achieved expected standard for Phonics at Roding which was above Redbridge data for pupil premium children.*



## KS1 SATS Data (July 2024)

	<b>Pupil Premium</b> Expected+ Reading	<b>All</b> Expected+ Reading	<b>Pupil Premium</b> Expected+ Writing	<b>All</b> Expected+ Writing	<b>Pupil Premium</b> Expected+ Maths	<b>All</b> Expected+ Maths
<b>School</b>	65%	70%	53%	63%	77%	68%

*Pupil Premium children did exceptionally well for maths and as a result the data shows they achieved higher than non-pupil premium children.*

## KS2 SATS Data (July 2024)

	<b>Pupil Premium</b> Expected+ Reading	<b>All</b> Expected+ Reading	<b>Pupil Premium</b> Expected+ Writing	<b>All</b> Expected+ Writing	<b>Pupil Premium</b> Expected+ Maths	<b>All</b> Expected+ Maths
<b>School</b>	50%	74%	56%	75%	56%	75%

*Our Key Stage 1 and Key Stage 2 SATS assessment data for 2023 – 2024 suggest that the performance of disadvantaged pupils achieving expected was lower in Writing and Reading in KS1 and Reading, Writing and Maths in KS2 in comparison to all pupils. We will continue to address this gap next academic year.*

*It is also important to note that pupil premium numbers in individual year groups are relatively small in KS1 and KS2.*

## Externally Provided programmes

<b>Programme</b>	<b>Provider</b>
Read Write Inc Phonics	Ruth Miskin Literacy
Learning by Questions	Learning by Questions
Bedrock Learning	Digital Literacy Curriculum
Speech and Language Link	Speech Link
Fresh Start	Ruth Miskin Literacy
Learning Village	The Learning village
Times Table Rockstars	TT Rockstars
Reading Plus	Discovery Education