

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Roxwell C of E Primary School
Number of pupils in school	85
Proportion (%) of pupil premium eligible pupils	20%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/2023 to 2025/2026
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Melissa Taylor and Sarah Tate
Pupil premium lead	Melissa Taylor and Sarah Tate
Governor / Trustee lead	Adam Love and Suzanne Farris

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£21,255
Recovery premium funding allocation this academic year	£1,957
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£4,621
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	£27,833

Part A: Pupil premium strategy plan

Statement of intent

At Roxwell, we hope that ALL pupils, regardless of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. This supports our school vision of 'Discovering a world of possibilities, together: anything is possible to those who believe' (Mark 9:23). The focus of our pupil premium strategy is to support all disadvantaged pupils to fulfil their potential.

We consider the challenges faced by vulnerable pupils as we are compassionate. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

Quality first teaching and a bespoke curriculum that is rooted in creativity are at the centre of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantaged attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. As it states in our vision, we want all children to achieve the best they can in our school.

The strategies we have adopted will support all pupils to 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 indicate that disadvantaged children have gaps in their English and maths knowledge. This was impacted further by Covid-19 school closures.
2	Our assessments and discussions with pupils and families have identified that some disadvantaged pupils have emotional and mental health problems.
3	Attendance of disadvantaged pupils is below the national average and below

that of non-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
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024/25 show that as many children as possible have met the expected standard, or have met/exceeded their academic targets.
Improved writing attainment for disadvantaged pupils at the end of KS2.	KS2 writing outcomes in 2024/25 show that as many children as possible have met the expected standard, or have met/exceeded their academic targets.
Wellbeing and mental health has improved for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by 2024/25 are demonstrated by: <ul style="list-style-type: none"> qualitative data from student voice, student and parent surveys and teacher observations a significant level of participation in enrichment activities (at least 80%), particularly among disadvantaged pupils
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance by 2024/25 is demonstrated by: <ul style="list-style-type: none"> the overall attendance for disadvantaged pupils is in line with non-disadvantaged pupils (and in line with national average) percentage of all pupils who are persistently absent being in line with national average, including those who are disadvantaged

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: £2313

Activity	Evidence that supports this approach	Challenge number(s) addressed
Recruiting a SENDCo to support children who need interventions.	The role of the SENDCo will ensure consistency for SEND children and lead to high quality interventions and strong progress for children who need it.	1

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

Budgeted cost: £ 17, 279 25% of LSA salaries

Activity	Evidence that supports this approach	Challenge number(s) addressed
25% of LSAs salary will be paid for, who will work with PPG children in class or small intervention groups to support language skills.	Additional English sessions targeted at disadvantaged pupils who require further phonics/English/spelling/grammar/maths support. Phonics Toolkit Strand Education Endowment Foundation EEF	1 and 2

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

Budgeted cost: £8241

Activity	Evidence that supports this approach	Challenge number(s) addressed
Educational visits and clubs to increase cultural capital	Clubs and educational visits enable children to socialise and try new skills. These skills can support their ongoing well-being and help disadvantaged children develop new skills.	2 and 3
Project:ME	Paid specialists support the mental wellbeing of the children and help them to cope with challenge in a more positive way.	2 and 3
Strategies in place to support good	The use of awards for children with high attendance, SAM Bear award,	3

attendance. Improving School Attendance	Headteacher meetings and letters with families who have poor attendance. The rewards encourage the children to attend school.	
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

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 to 2024 academic year.

Last year we aimed to improve the cultural capital of all children, including the disadvantaged and therefore strengthen their resilience and mental health. Across the year, 70/85 (82%) children attended at least one club throughout the year, 15/18 (83%) of pupil premium children attended a club and 8/13 (62%) of SEND children attended a club. 100% of children attended a trip or topic day. Nurture and counselling were provided to those who needed it. Older children also participated in Project:ME that combined learning about physical and mental health and taught the children about positive wellbeing. Stakeholder surveys noted the strength of enrichment and children seemed content and confident in school. Ofsted noted that personal development of children in the school was strong.

The funding was also used to support the academic progress of the children, to bridge the gaps in learning caused from the Covid-19 pandemic. Learning support assistants were deployed to children who needed support in English and maths and interventions happened regularly. The SENDCo planned swift and timely interventions and supported teachers with target setting and how to support children with SEND in the classroom. Our results showed that at the end of Key Stage 2, 79% of pupils met their age-related expectation in reading, writing and maths which shows how the extra support benefitted those children.

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
N/A	