

# 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 on pupil premium had within our school.

## School Overview

Detail	Data
School name	Roughwood Primary School
Number of pupils in school	259
Proportion (%) of pupil premium eligible pupils	37%
Academic year/years that our current pupil premium strategy plan covers	3
Date this statement was published	September 2024
Date on which it will be reviewed	October 2025
Statement authorised by	Mr N Williams
Pupil premium lead	Mrs L Wheeler
Governor / Trustee lead	Tony Trueman

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£104,760
School-led tutoring grant allocation this academic year	£6,480
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	£111,240

# Part A: Pupil Premium Strategy Plan

## Statement of Intent

At Roughwood Primary School, we believe that every child deserves a happy and fulfilling education. We want all of our learners, regardless of their background or challenges, to achieve their full potential and become lifelong learners. We strive to create a warm and welcoming environment where children feel safe and supported. We provide exciting and engaging learning experiences that help children to develop their academic and social skills. We celebrate each child's unique talents and achievements, and we encourage them to reach for the stars. We are committed to working with all of our families to ensure that every child has the opportunity to succeed. We believe that together, we can make a difference in the lives of our children and build a brighter future for all.

At Roughwood Primary School, we have high expectations for all pupils, regardless of their background or circumstances. We carefully plan and manage our Pupil Premium Funding to reduce the academic and social gap between disadvantaged pupils and their peers. We also recognise that some pupils in our school community may not qualify for the Pupil Premium Grant but may still be facing challenges that disadvantage them. We consider these pupils' needs when allocating resources and taking action.

Quality First Teaching is our primary approach to meeting the needs of all children. We strive to provide the best quality teaching and learning experiences, investing in our teachers and support staff, including pastoral care. We embed initiatives and strategies at a whole-school level, layering them with bespoke intervention strategies and pupil-specific actions. As a result of increased opportunities, such as residential, access to SEMH and therapeutic interventions, educational visits, and one-on-one intervention, our pupils are making better than average progress.

At Roughwood, we recognise that disadvantaged pupils can be middle- and high-achieving. We cater our provision for these children to ensure that they maintain their exceptional academic achievement and progress and that they are provided with enriching opportunities and experiences to promote high lifelong aspirations.

Our approach will be responsive and tailored to the needs of each child. We will base our strategies on robust assessments, research, and factual findings. We will not make assumptions about the needs of disadvantaged pupils. Our complementary approaches help pupils excel.

### ***To ensure they are effective we will:***

- ensure disadvantaged pupils are challenged in their learning and target-setting
- Consider the Cultural, Financial and Social Capital of pupils and create opportunities to level the playing field for all pupils.
- act early to intervene appropriately at the point the 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
- Carefully manage and track the spending on pupil premium funding and make changes where the impact is not value for money.

## Challenges

The key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	<p>In 2023/24 the disadvantaged cohort had an Overall Absence of 8.7% (0.8% lower than 2022/23) which is 0.1% above the disadvantaged national average and 4.1% higher than the non-disadvantaged cohort.</p> <p>29.3% of the Disadvantaged cohort were persistently absent, in 2023/24. 18.2% higher than the national Non-Disadvantaged cohort at 11.1%. Disadvantaged pupils are in percentile 69 for persistent absence when compared to other schools.</p> <p>The disadvantaged cohort at Roughwood Primary School has a higher overall absence rate than the non-disadvantaged cohort, and the gap between the two groups continues to be a concern.</p>
2	<p>Assessments over time show that disadvantaged pupils are at risk of performing below their peers in phonics &amp; early reading. Although the assessment shows that in Phonics Disadvantaged pupils are achieving better than the national disadvantaged cohort, there continues to be a gap between the disadvantaged and non-disadvantaged cohorts. This negatively impacts their development as readers. Assessments in previous years suggest that disadvantaged pupils achieve lower than their non-disadvantaged peers in reading attainment at the end of KS2 and fewer children achieve the higher standard.</p> <p>In 2022/23 63.6% of the Year 1 Disadvantaged cohort achieved the expected standard in Phonics compared to 80% in 2023/24; an increase of 16.4%. The Year 1 Cohort was 3.4% below the national non-disadvantaged.</p>
3	<p>Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.</p> <p>35 Children in EYFS and Year 1 receive SALT with the predominant need for understanding and language acquisition.</p> <p>The percentage of disadvantaged pupils achieving GLD is inconsistent over time. The main contributing factors are communication &amp; language and PSED which arise from low starting points on entry.</p>
4	<p>There has been an increase in SEND needs among the youngest children in school. The number of EHCPs has increased over the last two years and the number of children diagnosed with Neurological differences and communication &amp; language difficulties has increased. Children with neurological differences are at risk of not achieving through school</p>

	<p>because their needs can make it difficult for them to learn and process information in the same way as other children. In 2023 57.1% of the Year 1 SEN Support &amp; EHCP cohort achieved the expected standard in Phonics compared to 0% in 2023/24; a growing challenge for SEND pupils within this cohort</p> <p>0% of children in EYFS who have SEND support or EHCP achieved GLD. 75% of SEND K pupils achieved GLD.</p>
5	<p>Our assessments and observations indicate that the education and well-being of many of our disadvantaged pupils continue to be disproportionately impacted by the lack of either cultural, financial or social opportunities; or in some cases all three. The number of parents reporting SEMH needs in pupils has risen in the last three years. The number of children on the SEND Register with SEMH as their primary need has risen from X to X. For many pupils SEMH is a co-occurring condition.</p> <p>These challenges have resulted in significant knowledge gaps, leading to pupils falling further behind age-related expectations, especially in the lower age ranges of the foundation stage. There are also additional challenges such as behavioural difficulties and poor behaviours for learning.</p>
6	<p>From our knowledge of the community and from discussions with pupils during pupil's voice we found that many of our children, especially disadvantaged pupils, do not have the same experiences as their peers. Life experiences are crucial to make connections across learning and we want to give all children as many different life experiences to shape their identity. Pupils within our community have a deficit in cultural, financial or social capital meaning that the experiences we offer in school are crucial to a child's development.</p> <p>Our school attempts to remove the financial challenges for disadvantaged pupils by using Pupil Premium Funding to level the playing field for all.</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
Improved oral language skills and vocabulary among disadvantaged pupils.	<p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny ongoing formative assessment and discussions with pupils. The number of pupils requiring SALT intervention in KS1 is reduced and there is an increase in children achieving C&amp;L within their EYFSP. This further impacts Future outcomes in Phonics at KS1 and pupil engagement in reading and access to the curriculum.</p>
Improved early reading attainment among disadvantaged pupils.	<p>Phonics Screening outcomes in 2024 show that more than 80% of disadvantaged pupils met the expected standard. 100% of pupils entering KS2 achieve the expected standard in phonics.</p> <p>Our aim is that all children can read fluently as soon as possible, especially by the time children enter KS2. Access to S&amp;L and language acquisition underpin teh ability to read fluently and understand confidently what is being read.</p>
Improved reading attainment among disadvantaged pupils at the end of KS2	<p>KS2 outcomes in 2024 show that 100% of disadvantaged pupils met the expected standard and 40% of disadvantaged pupils met the higher standard.</p> <p>Our Aim is that all children will go to secondary school with teh basic skills in Reading that they need to access the curriculum. We aim for every child to reach their full potential and therefore invest in pupils to achieve teh higher standard where possible.</p>
Supporting pupils with SEND who are also disadvantaged.	<p>Our Aim is that the number of pupils with SEND needs who are also Disadvantaged achieve GLD in EYFS. The number of Disadvantaged pupils with SEND needs achieving Year 1 Phonics continues to be above national SEND pupils.</p> <p>The number of pupils with SEND needs achieving RWM and end of KS2 continues to be above national SEND pupils. Children with SEND have high expectations set upon them with high levels of support for them to achieve their targets.</p>

<p>To achieve and sustain improved well-being &amp; behaviour for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of well-being from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>● Qualitative data from student voice, student and parent surveys, and teacher observations</li> <li>● A significant reduction in behaviours linked to SEMH. Reduced suspensions of disadvantaged pupils. Reduced suspensions from all pupils.</li> <li>● A significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>● the overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced.</li> <li>● the percentage of all pupils who are persistently absent is below 10% and the figure among disadvantaged pupils is no more than 5% lower than their peers.</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

**Budgeted cost: £80,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensure a strong and consistent phonics programme is embedded for the whole school. Training and resources for delivering phonics curriculum. Improve achievement in reading throughout the school.</p> <p>Bought in Scheme of Learning for Phonics for 2024/2025.</p> <p>Bought in Literacy Gold for pupils requiring additional intervention in Phonics &amp; Reading.</p> <p>Programme of monitoring for the implementation of the scheme.</p> <p>CPD for new staff.</p> <p>Purchase of a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to secure stronger phonics teaching for all pupils.</p>	<p>A synthetic, systematic phonics programme followed with fidelity is shown to improve outcomes at the end of KS1 in reading. High-quality text-matched books are proven to foster a love of reading.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>	<p>2, 3, 5</p>

<p>Embedding dialogic, oracy-rich activities across the school curriculum. Evaluate and review the implementation of reading strategies to improve the teaching of reading from KS1 - KS2. Embed Oracy within the School Improvement Plan. Buy into SALT traded services for youngest children.</p> <p>Oral language approaches might include:</p> <ul style="list-style-type: none"> <li>● targeted reading aloud and book discussion with young children;</li> <li>● explicitly extending pupils' spoken vocabulary;</li> <li>● the use of structured questioning to develop reading comprehension; and</li> <li>● the use of purposeful, curriculum-focused, dialogue and interaction.</li> </ul>	<p>Oral language interventions are based on the idea that comprehension and reading skills benefit from explicit discussion of either content or processes of learning, or both, oral language interventions aim to support learners' use of vocabulary, articulation of ideas and spoken expression.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p>	<p>2, 3</p>
<p>High-quality CPD for all staff in the school. Trauma-Informed approach, Autism and Neurodiversity, Sensory needs and struggles. Continue to embed the Emotion coaching and restorative Practice strategies.</p> <p>SENDCo training for an Early Years SENDCo within the school for improved Early Intervention.</p> <p>Attention Autism, PECS, Incredible 5 Point Scale CPD for key staff.</p> <p>Bought in systems to support pupils with SEND who have literacy difficulties. Clicker. Literacy Gold. Widget (PECS)</p>	<p>Working with parents and guardians: A study by the University of Sheffield found that pupils with SEND who had strong relationships with their parents and guardians were more likely to succeed in school.</p> <p>Using technology to support pupils with SEND: A study by the University of Cambridge found that pupils with SEND who used educational technology were more likely to make progress in their learning.</p> <p>Identifying and assessing pupils' needs early: A study by the University of Warwick found that pupils with SEND who were identified and assessed early were more likely to receive the support they needed to succeed.</p>	<p>4, 5, 1, 2</p>

<p>Reduce the class sizes of Year 6 to below 20 for core lessons.</p> <p>Small group tuition is delivered by the Deputy head Teacher and brought in 1:1 tutors.</p>	<p>Reducing class size suggests that the range of approaches a teacher can employ and the amount of attention each student will receive will increase as the number of pupils per teacher becomes smaller.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</a></p>	<p>1, 2</p>
<p>SEMH approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p> <p>Engaging with Healthy Schools and the Shine project to improve the lifestyles of our pupils.</p> <p>Bought in My Happy Mind whole school intervention for SEMH. KitBag CPD and implementation for pupils with SEMH needs.</p> <p>Implementation of the restorative practice approach to all staff. We will fund CPD and training for all staff.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a></p>	<p>5, 6</p>
<p>Musical tuition in school. All pupils, including disadvantaged pupils, are exposed to the expressive arts through bought-in services.</p> <p>Buying into Arts experiences, and working with local artists on projects linked to the curriculum.</p>	<p>Arts participation is defined as involvement in artistic and creative activities, such as dance, drama, music, painting, or sculpture. It can occur either as part of the curriculum or as an extracurricular activity. Arts-based approaches may be used in other areas of the curriculum, such as the use of drama to develop engagement and oral language before a writing task.</p> <p><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></p>	<p>6</p>

## Targeted academic support

**Budgeted cost: £65,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>1:1 tutors to provide mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low-attaining pupils or those falling behind, both one-to-one:  <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a>            And in small groups:  <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>2, 3, 4</p>
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:  <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>2, 3</p>
<p>Bought in traded services for speech and language interventions and support and CPD for teaching staff.</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:  <a href="#">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>2, 3</p>
<p>Therapeutic SEMH interventions to support behaviours for learning through 1:1 and group therapy work.</p>	<p>Metacognition and self-regulation approaches to teaching support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning. Interventions are usually designed to give pupils a repertoire of strategies to choose from and the skills to select the most suitable strategy for a given learning task.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a></p>	<p>4, 5</p>

## Wider strategies

Budgeted cost: £26,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Implement a whole school approach to improving SEMH in pupils across school from FS2 to Y6.</p>	<p>Improving children's SEMH and giving children an understanding of their brain and how it works support them to become more independent self-regulated learners emotionally equipped to engage fully in school life.</p> <p><a href="https://www.annafreud.org/insights/blogs/2019/10/the-importance-of-early-intervention-for-social-emotional-mental-health-why-it-improves-pupil-outcomes/">https://www.annafreud.org/insights/blogs/2019/10/the-importance-of-early-intervention-for-social-emotional-mental-health-why-it-improves-pupil-outcomes/</a></p>	<p>1, 2, 4, 5</p>
<p>Whole staff training on behaviour management, and restorative practice with the aim of developing our school ethos and improving relationships across the school.</p> <p>Engage in PECE Trial the Sheffield University to support behaviours and relationships of the youngest pupils in school.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p><a href="http://educationendowmentfoundation.org.uk/behaviour-interventions-eeef/">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>5, 6</p>
<p>To deliver a wide range of enrichment extra-curricular activities. Pupils are able to attend a wide range of after-school clubs including choir, arts, sporting, dance and ICT clubs free of charge. School to 'buy into' the Rotherham Festival to enable pupils to attend a variety of activities over the summer term. Purchase of Children's University.</p>	<p>Arts participation is defined as involvement in artistic and creative activities, such as dance, drama, music, painting, or sculpture. It can occur either as part of the curriculum or as an extracurricular activity. Arts-based approaches may be used in other areas of the curriculum, such as the use of drama to develop engagement and oral language before a writing task.</p> <p><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></p>	<p>6</p>

<p>Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p> <p>Implement a free breakfast club for pupils with low attendance and for all UFSM pupils.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>Improving attendance and readiness to learn for the most disadvantaged pupils. Employed a deputy attendance officer to work mornings and focus on improving the attendance of all pupils.</p>	1
<p>To improve the social, emotional and mental health of identified pupils.</p> <p>Staff to engage in CPD for KitBag, a SEMH intervention.</p> <p>Bough-in therapists from MIND.</p>	<p>Behaviour interventions seek to improve attainment by reducing challenging behaviour in school. This entry covers interventions aimed at reducing a variety of behaviours, from low-level disruption to aggression, violence, bullying, substance abuse and general anti-social activities.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a></p>	4
<p>Contingency fund for acute issues.</p>	<p>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.</p>	All

**Total budgeted cost: £171,000**

## 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 2023 to 2024 academic year.

Aim	Outcome
<p>Improved oral language skills and vocabulary among disadvantaged pupils.</p>	<p>Phonics outcomes at the end of Y2 have shown improvements over time. The challenges remain with the number of Y1 pupils achieving the expected standard with a downward three-year trend. 80% of the Disadvantaged Cohort achieved the expected standard in Year 1.</p> <p>In KS2 Reading our gap to Non-Disadvantaged pupils nationally has improved by 2.5 from -0.6 in 2022/23, to +1.9 in 2023/24. The average scaled score of the disadvantaged cohort has increased by 2.5 from 105.6 in 2022/23, to 108.1 in 2023/24.</p> <p>86.7% of the Y6 Disadvantaged cohort achieved the expected standard in Writing. This is 9.4% higher than the national Non-Disadvantaged cohort at 77.3%. Our gap to Non-Disadvantaged pupils nationally has improved by 5.3% from +4.1% in 2022/23 to +9.4% in 2023/24.</p>
<p>Improved early reading attainment among disadvantaged pupils.</p>	<p>In 2024 92.3% of the Year 1 Disadvantaged cohort achieved the expected standard in Phonics, This is 13.3% higher than the national Non Disadvantaged cohort at 79.0%.</p> <p>In 2024 80% of the Year 1 Disadvantaged cohort achieved the expected standard in Phonics. This is just 3.4% lower than the national Non-Disadvantaged cohort at 81.4%.</p> <p>100.0% of the Year 2 Disadvantaged cohort achieved the expected standard in Phonics in 2023 and 2024.</p> <p>Although there remain challenges in Year 1, by the time children exit KS1 100% of Disadvantaged pupils are consistently achieving the expected standard.</p>
<p>Improved reading attainment among disadvantaged pupils at the end of KS2</p>	<p>85.2% of the KS2 Disadvantaged cohort achieved the expected standard in Reading in 2022/23 which increased to 100% in 2023/24.</p> <p>Our gap to Non-Disadvantaged pupils nationally has improved by 13.8% from +6.9% in 2022/23 to +20.7% in 2023/24.</p>

	40.0% of the Disadvantaged cohort achieved a higher standard in Reading in 2023/24. 7.1% higher than the national Non-Disadvantaged cohort.
Improved maths attainment for disadvantaged pupils at the end of KS2.	<p>88.9% of the KS2 Disadvantaged cohort achieved the expected standard in Maths in 2022/23 and 86.7% in 2023/24; consistently higher than the non-disadvantaged national average in the last two years.</p> <p>0.0% of the Disadvantaged cohort achieved a higher standard in Maths.</p> <p>We are seeing sustained improvements in the number of children achieving the Expected Standard and higher standard will be a focus for 2024/25.</p>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>The 2023/24 disadvantaged cohort has an Overall Absence of 8.7%; an improvement of 0.3 from 2022/23.</p> <p>29.3% of the Disadvantaged cohort were persistently absent in 2023/24 a decrease of 0.5% on the previous year but remains 18.2% higher than the national Non-Disadvantaged cohort.</p> <p>There continues to be a significant number of families taking unauthorised holidays in term time. The FPN is having little impact as a deterrent for holidays in term time.</p>

## Disadvantaged pupil performance overview for last academic year

Measure	Score
Meeting Expected Standard at KS2	80%
Achieving High Standard at KS2	0%
Average Scaled Score Reading	108.1
Average Scaled Score Maths	103.5

The impact of the PPG on attainment at the end of KS2 has been significant. There has been a positive increase in previous years of the number of disadvantaged pupils achieving the expected standard across all subjects.

## Further information

### **Additional activity**

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium.

- The pupil premium lead engages with an LA project to promote and support disadvantaged pupils across the school. This involves sharing of good practices, strategies and initiatives which have impacted positively on disadvantaged pupils. The work also focuses on those disadvantaged pupils achieving a higher standard and stretching children's ability in reading, writing and maths.
- The CEO and headteacher are involved in an LA project to develop a toolkit of strategies for other schools within the authority. 'Addressing Disadvantage in Rotherham Primary & Special Schools' was published in May 2024.
- Musical tuition in school. All pupils, including disadvantaged pupils, are exposed to the expressive arts through bought-in services.
- Reduced costs for residents to ensure that disadvantaged children have the same opportunities as their peers and have the same experiences which create lifelong memories of positive learning experiences.
- Access to technology for Year 5 and Year 6 pupils. All pupils in Y5/6 have access to a 1:1 device which they take home through a loan agreement. This ensures all pupils can access online learning platforms such as Century Tech.