

Rodings Primary Pupil Premium Strategy Statement

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils for 2025/26.

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	Rodings Primary School
Number of pupils in school	292
Proportion (%) of pupil premium eligible pupils	11%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023 - 2026
Date this statement was published	September 2023
Date on which it will be reviewed	September 2026
Statement authorised by	Steph Green
Pupil premium lead	Colin Raraty
Governor Lead	Lauren Dearsley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£55,505
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	£55,505

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Part A: Pupil premium strategy plan

Statement of intent

Principles for overcoming barriers to learning:

At Rodings Primary School:

- We ensure that teaching and learning opportunities meet the needs of all the pupils,
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed,
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged,
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupils or groups of pupils the school has legitimately identified as being socially disadvantaged,
- Pupil Premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. This may mean that not all children receiving free school meals will be in receipt of pupil premium interventions.

Objectives of spend;

- Improve the provision and quality of education for pupil premium children at Rodings Primary School.
- To close the gap of pupil premium children compared to their peers
- Broaden the opportunities and experiences available to pupils. To open their eyes to opportunities that are available for them.
- Where appropriate, provide additional support to improve outcomes of pupil premium children.

Challenges

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

Challenge number	Detail of challenge
1	Reading - 55% of PP children are below in reading. There is also evidence of lack of reading at home and access to quality reading books outside of school. However, 8% of PP children achieved greater depth in 21/22.
2	Lack of cultural capital - children have restricted access to clubs/arts/cultural experiences due to the rural location. Fuel Poor - families have to travel by car for any services including shops, health services, social activities including meeting friends outside of school. Families have to make a choice about what services to access.
3	Social isolation due to the rural nature of our catchment leads to low self esteem/confidence - needs SHUE survey evidence.
4	Extended learning - poor access to resources outside of school to support further learning including technology, books, stationery, space at home to support quality homework etc

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5	Academic achievement across the curriculum is below for the significant number of disadvantaged children.
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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
Reading attainment for all disadvantaged children is at least in line with their peers.	Data shows that disadvantaged children are at least in line with their peers. Children have developed a love of reading. All children are able to achieve across the curriculum because their reading ability allows them to access knowledge and work independently.
Access to curriculum enrichment activities both in and outside of school is equitable.	All disadvantaged children access quality cultural activities in school. Children's talents and interests are identified and families are signposted to activities both inside and outside of school. Children have a broader range of interests and develop a sense of self and what they are interested in. Self esteem/confidence improves because they have a skill that they are proud of.
Disadvantaged children have a love of learning and are self motivated.	Data demonstrates that disadvantaged children achieve across the curriculum including the arts. Their outcomes are in line with their peers. Confidence in their abilities to achieve increases. Children engage in enrichment activities that extend their learning beyond the classroom. Children are supported by staff to enable them to achieve. Children have clear strategies for achievement. Children want to learn.
Parental engagement is strong and support is available for those who need it.	Children achieve academically because parents are able to support and encourage their children to achieve. Parents have access to resources and support. Parents have positive relationships with school staff and see learning as important. 100% attendance at Learning Consultations and regular attendance at other school events.

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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: £32,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff retention (over staffing) allows the release of LSAs to carry out targeted intervention such as Reading Fluency, White Rose Maths Intervention.	1:1 or small group intervention is the most effective approach to recovery along with quality first teaching (EFF)	1 and 2
Maths Mastery training through Venn Maths Hub. Maths lead and a KS1 member of staff to pilot and then roll out across the school.	Maths outcomes across the school have fluctuated and have now plateaued. 55% of PP children did not achieve expected standard in maths.	5

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

Budgeted cost: £8505

Activity	Evidence that supports this approach	Challenge number(s) addressed
Music Tuition	No disadvantaged children had peripatetic music tuition in or out of school.	2, 5
Purchase of quality intervention programmes to close the gap in both Maths and English	54% of disadvantaged children are below in maths. No disadvantaged children are at greater depth. 75% of disadvantaged children are below in writing. No disadvantaged children are at greater depth.	1,5

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	40% of disadvantaged children are below in reading	
Accelerated Reader	Yr 6 - 16% below in reading Yr 5 - 31% below in reading Yr4 - 29% below in reading Yr3 - 27% below in reading	1
Times tables Incentive	Yr 4 MTC average score 19 out of 25	5

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

Budgeted cost: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Counselling	Increase in mental health issues due to isolation of lockdown.	3
Contributions to educational visits both day and residential	Cultural capital of disadvantaged pupils is limited and opportunities to experience a wider world raises aspirations.	2

Total budgeted cost: £55,505

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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 to 2025 academic year.

In house data indicated that disadvantaged children have made the following progress:
Reading: 89% made at least expected progress with 23% making above expected progress.

Writing: 89% made at least expected progress with 3% making above expected progress.

Maths: 89% made at least expected progress with 9% making above expected progress.

Reading outcomes across all year groups have closed on average by 10%.

All children had access to high quality teaching in school.

The average school in the MTC has risen from 13/25 to 19/25

LSAs have been upskilled in both reading fluency interventions and White Rose Intervention. More precise timetabling has allowed the more interventions to take place across the school. With year groups sharing LSA support to deliver specific interventions. LSA are becoming specialised in delivering interventions.

Attendance for pupil premium children was 92% this is below the school average of 96%.

All eligible children attended residential visits.

There has been a greater take up in music tuition from PP 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

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