Pupil premium strategy statement – Roberts Primary School

Before completing this template, read the Education Endowment Foundation's guide to the pupil premium and DfE's pupil premium guidance for school leaders, which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	615
Proportion (%) of pupil premium eligible pupils	29% (182 children)
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended – you must still publish an updated statement each academic year)**	2024-2025, 2025-2026, 2026-2027
Date this statement was published	November 2026
Date on which it will be reviewed	August 2027
Statement authorised by	Carl Watkins
Pupil premium lead	Carl Watkins
Governor / Trustee lead	Mrs Sue Smith

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£257,300
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*	£257,300

Part A: Pupil premium strategy plan

Statement of intent

You may want to include information on:

At Roberts Primary School, we are committed to ensuring our disadvantaged pupils receive teaching which is at least good in every lesson and intervention takes place when necessary. Pupil premium makes up 29% of the school population and funding is used to ensure pupils receive quality first teaching, additional support and are provided with as many opportunities as possible to enhance their learning and to prepare them fully for life.

All members of staff, governors and teaching assistants accept responsibility for 'socially disadvantaged' pupils and are committed to meeting their pastoral, social and academic needs within the school environment. We are committed to 'Closing the Gap' between vulnerable pupils and their peers, the pupil premium forms a vital part of this process. This funding helps remove barriers to learning so that all our pupils reach their full potential and enables them to fully engage in our curriculum and school life.

In response to the COVID-19 pandemic, pupil premium funding will assist in ensuring disadvantaged pupils receive high quality intervention so that the attainment gap between disadvantaged and non-disadvantaged pupils closes.

So far, we have had a number of strategies in place that have made a positive impact on the progress, attainment and self-confidence of our Pupil Premium children. These have included:

- *Phonics intervention for Year 1 pupils to ensure they are prepared for the phonics check.*
- *Year 2 phonics intervention to ensure any pupils who did not pass the phonics check in year 1 have the best possible chance of passing the Year 2 re-take.*
- *Teaching assistant led intervention in Key Stage 1 and 2 to support pupils who are not achieving the expected level in reading, writing and mathematics.*
- *Support provided to Year 6 pupils in reading, writing and mathematics to ensure they achieve age related expectations in the end of key stage tests and are therefore secondary ready.*
- *Ensuring all disadvantaged pupils have access to educational visits.*

Challenges

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

Challenge number	Detail of challenge
1	*Attendance remains below National.* *Current national data stands at 94.2%.* *Current disadvantage data stands at 89.1% for 2024/2025*
2	Internal data/assessments show that disadvantaged pupils perform less well than non-disadvantaged pupils in Reading at KS1 and KS2.
3	Internal data/assessments show that disadvantaged pupils perform less well that non-disadvantaged pupils in Writing at KS1 and KS2.
4	Internal data/assessments show that disadvantaged pupils perform less well that non-disadvantaged pupils in Maths at KS1 and KS2.
5	Internal assessment of pupils on entry into Nursery and Reception demonstrate that children particularly disadvantaged children are well below attainment on entry in areas relating to communication language and literacy and also in maths.
6	Well-being/anxiety are an influence on the performance of some pupils as well as impacting on attendance.
7	Some children have limited opportunities to engage in wider experiences that may influence the raising of aspirations

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
To improve attendance for disadvantaged pupils.	Attendance is in-line or better than National. Disadvantaged pupils are prioritised for support by the attendance lead.
To ensure high-quality teaching in all year groups.	Agreed lesson structure and pedagogy are fully embedded. All teaching is of a high quality. Coaching model is in place.
To close the attainment gap between disadvantaged pupils and their peers in reading, writing and maths.	Disadvantaged pupils who are not SEND are meeting their aspirational targets.
Pupils who are both SEND and disadvantaged to make accelerated progress.	Disadvantaged pupils who are SEND can demonstrate accelerated progress.
Provide early intervention in language and phonics for pupils who are not meeting	All pupils are assessed using WellComm. Above national GLD.

developmental milestones so that pupils have a good level of development and pass the phonics check.	Above national results in the Y1 phonics check.
Raise confidence and self-esteem for disadvantaged pupils.	Engagement from disadvantaged pupils improves.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £81,910.30

Activity	Evidence that supports this approach	Challenge number(s) addressed
To embed a coaching model across the school to provide teachers with targeted support resulting in improved quality of teaching.	The quality of our teaching practice is arguably the greatest lever at our disposal for improving the life chances of the young people in our care (Hattie, 2015). Its effectiveness can unlock both the personal and academic potential of all our students which supports our centralised mission, vision and values to secure the priorities for our students. Spending on developing high quality teaching may include investment in professional development, training and support for early career teachers, along with recruitment and retention. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be a top priority for pupil premium spending.	2,3,4,5
Purchase of standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly.	When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups: Diagnostic assessment | EEF	2,3,4

To provide training to middle and senior leaders through engagement in the NPQ programmes	Teachers can specialise in leading teaching (bringing evidence-based teaching and learning into the classroom), behaviour management or teacher development in their school. (Ambition)	2,3,4,5,6,7
To provide phonics leadership support and coaching as well as auditing the provision and resources in school through a Little Wandle specialist.	Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.	2,3,5
To protect dedicated leadership time for phonics leadership.	Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.	2,3,5
To provide CPD and leadership support to EYFS to develop an effective curriculum. To provide coaching to identified teachers.	Making sure an effective teacher is in front of every class, and that every teacher is supported to keep improving, is especially important for socioeconomically disadvantaged pupils. Investing in high quality teaching for these pupils should be a top priority for Pupil Premium spending. Strategies to support this could include professional development, training, support for early career teachers, and investing in recruitment and retention.	5
Provide an additional teacher for Y6 to allow small group teaching in core subjects.	Reducing class size appears to result in around three months' additional progress for pupils, on average. Intuitively, it seems obvious that reducing the number of pupils in a class will improve the quality of teaching and learning, for example by increasing the amount of high quality feedback or one to one attention learners receive. However, overall, the evidence does not show particularly large or clear effects until class size is reduced substantially to fewer than 20 or even 15 pupils. (EEF)	2,3,4
To fund dedicated release time for subject leaders to ensure there is an effective and ambitious curriculum in place for all pupils.	The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.	1,2,3,4,5,6,7

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

Budgeted cost: £85,732.16

Activity	Evidence that supports this approach	Challenge number(s) addressed
To provide targeted, rapid catch up to key stage 2 children who have not passed the phonics check or who require additional support.	EEF Teaching and Learning Toolkit states, “Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months’ progress.	2,3
To provide daily phonics intervention in key stage 1 for those pupils who are not keeping up with the programme.	EEF Teaching and Learning Toolkit states, “Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months’ progress.	2,3
To provide additional staffing for targeted intervention and small group teaching in reading, writing and maths in Year 6.	Reducing class size appears to result in around three months' additional progress for pupils, on average. Intuitively, it seems obvious that reducing the number of pupils in a class will improve the quality of teaching and learning, for example by increasing the amount of high quality feedback or one to one attention learners receive. However, overall, the evidence does not show particularly large or clear effects until class size is reduced substantially to fewer than 20 or even 15 pupils. (EEF)	2,3,4
To provide targeted intervention to pupils across key stage 2 in reading, writing and maths.	The EEF and John Hattie all cite evidence that small group interventions with high quality teaching all have a significant impact on children’s learning especially when there is a focus on core and subject-specific vocabulary, phonics and phonemic awareness and comprehension skills. We want to ensure that a higher proportion of Pupil Premium pupils achieve the expected or higher standard at the end of the year and/or make accelerated progress to diminish differences and believe that carefully targeted interventions will address this	2,3,4
To provide targeted speech and language interventions to pupils who have been identified	On average, children who are involved in communication and language approaches make seven months' additional progress over the course of a	2,3,4

for additional support through WellComm.	year. All children appear to benefit from such approaches, but some studies show slightly larger effects for children from disadvantaged backgrounds.	
To provide the SENDCo with protected time to provide support and intervention to pupils who are both SEND and disadvantaged.	Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress, or those who have been disproportionately impacted by the effects of the pandemic.	2,3,4,5

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

Budgeted cost: £89,346.64

Activity	Evidence that supports this approach	Challenge number(s) addressed
To commission an experienced Ofsted inspector and school improvement advisor to support with raising attendance across the school.	Our ambition of great outcomes for all will only be realised if we can increase attendance at school so pupils can access the high-quality teaching and pastoral care.- EEF	1,7
Protected leadership time for the attendance champion to ensure attendance is effectively tracked, monitored and challenged.	Our ambition of great outcomes for all will only be realised if we can increase attendance at school so pupils can access the high-quality teaching and pastoral care.- EEF	1,7
To purchase high quality texts for key stage 2 so pupils have access to texts matched to their ability for home reading books.	Ensuring every child has the necessary skills they need to read is an essential component of literacy education. It enables children to not only learn across the curriculum but also to access numerous aspects of daily life, influencing the opportunities that they have available to them in the future.	2,7
To purchase kinetic letters subscription and resources to enable teachers to develop pupil's handwriting enabling them to meet age related expectations.	According to the evidence summarised in the guidance report, primary school pupils' writing skills – including spelling, handwriting and typing –need to become automatic so that they can concentrate on the content of their writing. But while the key to becoming a fluent writer is regular and extensive practice, teachers	3

	must make sure that children remain engaged and motivated in improving their writing- EEF	
To provide disadvantaged pupils with effective pastoral care to help reduce anxiety.	Our ambition of great outcomes for all will only be realised if we can increase attendance at school so pupils can access the high-quality teaching and pastoral care.- EEF	1,6,7
To provide pupils with access to high quality music lessons.	Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. The research here summarises the impact of arts participation on academic outcomes. It is important to remember that arts engagement is valuable in and of itself and that the value of arts participation should be considered beyond maths or English outcomes.	1,6,7
School to subsidise educational visits for disadvantaged children.	The school's curriculum will offer pupils more opportunities to learn outside of school, through external visits we want all of our pupils to be able to access these opportunities.	1,6,7
School to subsidise extra-curricular opportunities for disadvantaged pupils.	Extra-curricular activities boost young people's confidence to interact socially with others; extend their social networks; and provide them with new skills and abilities. Above all, they offer an important space to have fun and relax away from the pressures of school work.	1,6,7
School to purchase CGP books for Year 6 pupils to support them with home learning and preparation for secondary school.	Homework that is linked to classroom work tends to be more effective. In particular, studies that included feedback on homework had higher impacts on learning.	2,3,4

Total budgeted cost: £269,359.10

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Intended Outcome	*Impact*
To improve attendance for disadvantaged pupils.	*Attendance for pupil premium children in the academic year 25/26 was 89.1% which is below National at 91.8%. This remains a high priority for all senior leaders.*
To ensure high quality teaching in all year groups.	*Improving the quality of teaching and learning across the school remained as a priority for 2025 2026.* *The school was inspected by Ofsted in March 2026 and received an expected outcome for curriculum and teaching and achievement. This demonstrates the rapid improvement in quality first teaching over the last two years.* *A coaching model has been embedded across the school with the Deputy Headteacher responsible for teaching and learning leading on this.* *NFER tests are purchased and data is analysed as part of the pupil progress cycle which then informs interventions that take place for all pupil groups.* *Two members of staff have accessed the NPQSENCO and a member of the senior team is accessing the NPQH.* *Phonics has been prioritised to ensure children leave KS1 with a secure reading ability. Funding has been utilised to access external support as well as protecting leadership time to ensure staff are supported with the delivery of the phonics programme. The impact of this work is evident through the phonics outcomes.*
To close the attainment gap between disadvantaged pupils and their peers in reading, writing and maths.	*RWM expected standard- disadvantaged pupils (data taken from the IDSR- 2026 data is still provisional)* *There is a three-year trend of school been close to average when compared with national disadvantaged. Across the three years, school has 46% of disadvantaged*

	children achieving the expected standard compared to 47% National. *The aim now is to further close that gap as well as closing the gap with national non disadvantaged.* *69% of disadvantaged children achieved 20+ in the Year 4 multiplication check.* *Year 1 phonics check* *82% of the Year 1 cohort achieved the pass mark in the phonics check.* *72% of disadvantaged pupils achieved the pass mark which is above the national average of 68%. This is also an improvement on the previous year where 59% of disadvantaged pupils achieved the pass mark.* *School has started to close the disadvantaged gap.*
Provide early intervention in language and phonics for pupils who are not meeting developmental milestones so that pupils have a good level of development and pass the phonics check.	*Through early intervention in early years for pupils not meeting developmental milestones, there is now a three year increase in GLD outcomes.* *For 25/26 74% of children achieved GLD.* *This is higher than LA at 69.1%, regional at 70.8% and National at 72.3%.* *Phonics data also demonstrates the impact.* *In 2026, 84% of pupils passed the phonics check which is above national at 82%. There was also an increase in pupil premium children passing the phonics check. In 2025, 59% of pupil premium passed the check where as in 2026 72% of pupil premium passed the check (national was 68%).*
Raise confidence and self-esteem for disadvantaged pupils.	*All pupil premium children have been offered reduced costs for educational visits so there is equitable access. A learning mentor was appointed and all children requiring additional support for self esteem receive this.*

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider

Further information (optional)

From the beginning of the 2025/2026 academic year, the Headteacher has secured a place on the RADY project (raising the attainment of disadvantaged youngsters).

There are 6 modules to this course:

1. *Overview and uplift (target setting)*
2. *The Golden Thread*
3. *Everyone knows Rady (responsibility of all)*
4. *Equity in teaching*
5. *Increasing participation*
6. *Profile, predict, prevent*

The ultimate aim of the RADY project is to close the attainment gap between disadvantaged and non-disadvantaged and to ensure al pupils have equal access to opportunities.

Although the PPG is not directly funding the RADY project, elements of the PPG will be used to support the project, such as funding educational visits and after school provision and providing targeted intervention.