

Pupil premium strategy statement – Roe Green Junior School

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	472
Proportion (%) of pupil premium eligible pupils	13.82%
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)	2025/2026 2026/2027 2027/2028
Date this statement was published	December 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Melissa Loosemore
Pupil premium lead	Dan Guest
Governor / Trustee lead	Vijay Assani

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£113,625
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£113,625

Part A: Pupil premium strategy plan

Statement of intent

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.

All members of staff and governors at Roe Green Junior School accept responsibility for disadvantaged pupils and are committed to meeting their educational, pastoral and social needs in a caring environment.

Through the use of pupil premium funding, we seek to raise the attainment of disadvantaged learners and to ensure that they achieve at least as well as their non-disadvantaged peers.

High-quality teaching is at the heart 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 disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

Challenges

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

Challenge number	Detail of challenge
1	Low academic and social starting points for pupils.
2	Multiple needs of PPG pupils, including SEND, New to English and other social and emotional needs.
3	Access to high quality English language in the home and community, including some poor parental engagement in Pupils' learning, particularly Reading.
4	Access to extra-curricular activities.
5	Attendance and punctuality, particularly persistent absenteeism.
6	Increasing numbers of high needs SEND 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 attainment and progress in Reading, Writing and Maths	<p>Current assessments and observations indicate significantly improved progress in Reading, Writing and Maths among disadvantaged pupils.</p> <p>Attainment of PPG pupils within 5% of non-disadvantaged pupils.</p>
Attendance, particularly reduction in persistent absenteeism	<p>Sustained high attendance and punctuality among disadvantaged pupils, and ensuring attendance of disadvantaged pupils is above 96%.</p> <p>Parents work with the school to establish and maintain routines that are supportive of good attendance.</p>
Engagement in school and activities	<p>Pupils participating and engaging in the school's full range of enrichment activities.</p> <p>Key pupils identified to join pre-paid / partly funded clubs.</p> <p>Pupil voice indicates that pupils are benefiting from the enrichment activities provided.</p> <p>School continues to signpost families to a range of support systems.</p>

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: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
All year groups to be supported by at least two Learning Support Assistants (LSAs) so that pupils receive support to improve progress and attainment via targeted interventions.	EEF - As the size of a class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase, improving outcomes for pupils.	1, 2, 6
Training for all Teaching and Support staff on Reading, Writing and Maths. Training focus on quality-first approaches: integrated provision for EAL & SEND.	EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD.	1,2, 3
Continued Read Write Inc Training. Small intervention groups in Year Three & Year Four.	Phonemic awareness instruction helps children to learn to read,” (Ehri et al, 2001). “The phonics approach is more effective than meaning-based approaches...in improving young children’s reading skills,” (British Council). EEF T&L toolkit: - Phonics (+5 impact) Hattie’s influences and effect sizes: - Exposure to reading (0.43) - Small group learning (0.47)	1,2, 3

<p>Ensure assessment process is rigorous and informs support strategies.</p> <p>Embed new EAL identification, induction and assessment practices to prioritise support for new to English pupils.</p> <p>Ensure assessment systems identify areas for within class and out-of-class support.</p>	<p>To ensure a whole school strategy exists with all staff effectively working together to identify and address gaps in learning for each learner.</p> <p>EEF T&L toolkit: - Within class attainment grouping (+3 impact)</p> <ul style="list-style-type: none"> • Effective use of assessment to identify pupils' prior knowledge and understanding, and potential barriers to learning • Grouping pupils flexibly so that pupils know ability is not fixed • Adapting teaching to the needs of pupils, providing targeted support to pupils who are struggling. <p>EEF T&L toolkit: - small group tuition (+4 impact)</p> <ul style="list-style-type: none"> • 1. Small group tuition has an average impact of four months' additional progress over the course of a year. • 2. Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support. • 3. One to one tuition and small group tuition are both effective interventions. However, the cost effectiveness of teaching in small groups indicates that greater use of this approach may be worthwhile. 	1,2
<p>Reading Comprehension strategies explicitly taught in all classes daily using Complete Comprehension package.</p>	<p>EEF – A very high impact for the very low cost based on extensive evidence.</p>	1,2, 3

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

Budgeted cost: £90,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure identification of disadvantaged pupils through monitoring new arrivals to check eligibility of new arrivals for Pupil Premium via Brent's incoming auto enrolment of pupils eligible for Free School Meals.	EEF - The Pupil Premium is one of the most important tools we have to address the stubborn link between family income and education outcomes. Used purposefully, it can help tackle some of the barriers that stand in the way of eligible pupils' progress.	1, 2, 6
<p>Tailored reading interventions</p> <p>Tailored writing interventions,</p> <p>Tailored maths interventions</p> <p>Speech and language interventions.</p> <p>Reading Comprehension strategies explicitly taught in small group tuition groups.</p>	<p>EEF - Small group tuition is defined as one teacher or professional educator working with two to six pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</p> <p>EEF T&L toolkit: - small group tuition (+4 impact)</p> <ul style="list-style-type: none"> 1. Small group tuition has an average impact of four months' additional progress over the course of a year. 2. Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support. 3. One to one tuition and small group tuition are both effective interventions. However, the cost effectiveness of teaching in small groups indicates that greater use of this approach may be worthwhile. 	1,2, 3

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

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Attendance Officer and Education Welfare Officer	<p>EEF - Parental engagement refers to teachers and schools involving parents in supporting their children's academic learning. It includes:</p> <ul style="list-style-type: none"> - approaches and programmes which aim to develop parental skills such as literacy or IT skills; - general approaches which encourage parents to support their children with, for example reading or homework; - the involvement of parents in their children's learning activities; and more intensive programmes for families in crisis. - Special Needs reviews 	3, 5
1:1 and small group Emotional Support for children with social and emotional needs.	<p>Support for children and Parents/Carers experiencing difficulties such as housing issues, bereavement and other emotional trauma.</p> <p>EEF - 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.</p> <p>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.</p>	1,2
Enriching experiences connected to the curriculum	<p>EEF - Outdoor adventure learning typically involves outdoor experiences, such as climbing or mountaineering; survival, ropes or assault courses; or outdoor sports, such as orienteering, sailing and canoeing. These can be organised as intensive residential courses or shorter courses run in schools or local outdoor centres.</p> <p>Adventure education usually involves collaborative learning experiences with a high level of physical (and often emotional) challenge. Practical problem-solving, explicit reflection and discussion of thinking and emotion (see also Metacognition and self-regulation) may also be involved.</p>	1, 2, 4
1:1 and small group play enrichment for children with social and emotional needs.	<p>EEF - 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 and play.</p> <p>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 or play task.</p>	1,2

Funding for extra-curricular lessons and clubs	<p>Ensuring a greater number of PPG pupils involved in extracurricular opportunities to support personal and social development.</p> <p>Free clubs available.</p>	2, 4
Theatre group workshops	<p>EEF - Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.</p> <p>SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community.</p>	1,2
Subsidy for school trips and residential trips	Ensuring a greater number of PP pupils involved in school trip and residential trips.	4

Total budgeted cost: £130,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2024/25 academic year using key stage 2 performance data and our own internal assessments.

Our internal assessments during 2024/25 suggested that the performance of disadvantaged pupils has fallen below that of their non-disadvantaged peers in terms of progress, and similarly it was lower than in the previous year in key areas of the curriculum. We continue to accelerate progress for our disadvantaged pupils to narrow the attainment gap further.

Attainment (disadvantaged group across whole school)

Reading attainment 55% (23/24) to 45% (24/25) at age related expectation or above.

Writing attainment 26% (23/24) to 34% (24/25) at age related expectation or above.

Maths attainment 60% (23/24) to 52% (24/25) at age related expectation or above.

Progress (disadvantaged group across whole school)

Reading progress 77% (23/24) to 82% (24/25) at expected progress or above.

Writing progress 63% (23/24) to 74% (24/25) at expected progress or above.

Maths progress 77% (23/24) to 85% (24/25) at expected progress or above.

In the 2023/24 academic year, whilst reflecting on our internal data for Writing and Maths progress, we identified that more needed to be done in accelerating the progress for disadvantaged pupils. Progress in Reading, Writing & Maths has improved in the academic year 2024/25. Attainment in Writing has improved in the academic year 2024/25 which we believe is due to our emphasis on writing.

Over the 2024/25 academic year we have experienced 22 in-year admissions and 23 in-year departures, falling from 56 in-year admissions and 27 in-year departures in the 2023/24 academic year. Many of these pupils have below age expected English language skills so we continue to embed a program of identification, assessment, and support for new to English pupils, as well as an induction program to engage parents and accelerate language acquisition. We believe this fall in overall mobility of pupils has positively influenced progress in Reading, Writing and Maths and supports our belief in the effectiveness of our induction assessment procedures.

Overall attendance in 2024/25 for our disadvantaged pupils has fallen when compared with the 2023/24 academic year and therefore remains a focus. Disadvantaged pupils' attendance rates fell from 93.12% to 91.14% We are not complacent and continue to strive to improve attendance

rates for all pupils, but particularly our disadvantaged pupils. The effective intervention of the attendance officer continues to develop relationships with parents who are reluctant to engage with the school and improve attendance, particularly with persistent absentees. This year, overall attendance has risen from 94.1% to 94.4%.

Attendance in clubs and other enrichment activities increased again in 2024/25. Our most popular clubs for our disadvantaged pupils include Running Club, Cooking Club, Netball Club and multiple football clubs. These were all provided to pupils free of charge to reduce barriers to participation.

Externally provided programmes

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

Programme	Provider
Raising Boys' Achievement	Gary Wilson
Power of Reading & Drama	Wizard Theatre