

Rockmount Primary School Pupil Premium Strategy Statement

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.

School overview

Detail	Data
School name	Rockmount Primary School
Number of pupils in school	420
Proportion (%) of pupil premium eligible pupils	20%
Academic year/years that our current pupil premium strategy plan covers	September 2023 to July 2026 Year 3 of 3
Date this statement was published	October 2023 Updated Autumn 2025
Date on which it will be reviewed	Yearly 'light touch' reviews Full review – July 2026
Statement authorised by	Helen Carvall Headteacher
Pupil premium lead	Vivian Bull Deputy Headteacher
Governor / Trustee lead	Richard Steward

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£143,705
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	£143,705

Part A: Pupil premium strategy plan

Statement of intent

At Rockmount Primary School we target the use of Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to become active, socially responsible citizens of the future. We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning. Some of these barriers may include: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing.

The challenges are varied and there is no “one size fits all”.

Our ultimate objectives are to:

- ✓ Remove barriers to learning created by poverty, family circumstance and background
- ✓ Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally
- ✓ Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum
- ✓ Develop confidence in their ability to communicate effectively in a wide range of contexts
- ✓ Enable pupils to look after their social and emotional wellbeing and to develop resilience
- ✓ Access a wide range of opportunities to develop their knowledge and understanding of the world

Our context:

Rockmount Primary School is a local authority-maintained school in the London Borough of Croydon on the border of Lambeth.

IDACI Decile 3 indicates the school is in the highest 30% level of deprivation.

20% of pupils are eligible for Pupil Premium Funding in comparison to 23.8% nationally

Achieving our objectives:

In order to achieve our objectives and overcome identified barriers to learning we will:

- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching
- Ensure disadvantaged pupils are challenged in the work that they're set
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- Act early when need is identified to provide targeted intervention and support to quickly address gaps in learning including the use of small group work, 1:1 tuition
- Target funding to ensure that all pupils have access to trips, residential, first hand learning experiences
- Provide opportunities for all pupils to participate in enrichment activities including sport and music
- Provide appropriate nurture support to enable pupils to access learning within and beyond the classroom

This list is not exhaustive and will change according to the needs and support our socially disadvantaged pupils require

Key Principles:

We will ensure that effective teaching, learning and assessment meets the needs of all pupils through the rigorous analysis of data. Class teachers will identify specific intervention and support for individual pupils on their provision maps which will be reviewed at least termly. Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high quality provision from appropriately trained adults.

Challenges

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

Challenge number	Detail of challenge
1	Gaps in reading, writing and maths. Pupils achieve well by the end of KS2 but fail to convert to a greater depth standard due to gaps in prior knowledge.
2	Observations and discussions with pupils and families indicate less experience of pre-school settings resulting in lower attainment on entry and by the end of reception disadvantaged pupils attain below their peers particularly in communication and language.
3	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics at KS2 than their peers. This negatively impacts their development as readers.
4	Assessments, observations, and discussions with pupils indicate that disadvantaged pupils are more likely to struggle with writing, particularly with composition and effect due to reduced access to a wide range of opportunities and experiences outside their immediate area.
5	Observations and discussions with pupils and families indicate social, emotional and mental health issues are more prevalent amongst disadvantaged pupils than non-disadvantaged.
6	Our attendance data over the last 2 years indicates that attendance among disadvantaged pupils is 2 – 3% lower than for non-disadvantaged pupils (93.1% compared to 95.2%). 35 - 37% of those 'persistently absent' across the school have been disadvantaged children. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.

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
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Reduce the gap between non-PP and PP pupils achieving Expected and Greater Depth in Reading, Writing and Maths at the end of KS2	Pupil data from the end of KS2 shows an upward trend of PP pupils achieving a Greater Depth standard
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. Ongoing formative assessment particularly for those pupils in EYFS and Y1
Improved outcomes in reading associated to phonetic skills in some disadvantaged children across KS2	Summative and formative assessments indicate improved reading outcomes for identified disadvantaged children across KS2
Planned curriculum experiences include workshops, visits to places of interest such as museums, art galleries and exhibitions and author visitors lead to writing opportunities	Writing samples indicate improved outcomes as pupils are able to write from experience
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils	Sustained high levels of wellbeing demonstrated by: • qualitative data from student voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
Attendance for pupil premium children improves and persistent absence reduces	Attendance data indicates that the gap to national closes year on year

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: **£ 94,054**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subject leads will be released to monitor and develop teaching and learning alongside SLT	Centre for Excellence and Outcomes in Children and Young People's Services report – 'The quality of teaching makes the biggest difference to learning outcomes.	1, 2, 3, 4
Professional development: Weekly individual and group coaching sessions to support teachers/TAs, with a particular	'Coaching teachers in specific teaching strategies significantly raises outcomes for	

emphasis on maths, literacy/vocabulary and curriculum development Planned release time for 1 x teacher to complete NPQ Planned release time for 3 x SLT members completing coaching course	children living in poverty' Pedagogy matters'. EEF – Effective Professional Development	
Purchase of standardised NFR assessments. Training for staff to ensure assessments are interpreted and administered correctly	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:	1, 2, 3, 4
Revised KS2 Guided Reading curriculum developed to focus on active reading skills required for competent readers Training for all teaching assistants in supporting the development of fluency in reading skills bridging the gap between phonics and comprehension Training in vocabulary teaching for all teachers to implement within Guided Reading sessions Training in importance of class readers and text selection to ensure children exposed to wide variety of texts throughout time at school	Following key principles from EEF-Improving-literacy-in-key-stage2-report	1, 3
Read, Write, Inc CPD Ensure all staff (including new staff) have received training to deliver the phonics scheme (RWI) effectively New Fresh Start RWI KS2 materials introduced and staff trained on its delivery Ensure the effective teaching of reading across all year groups and promote reading for pleasure through the use of high-quality books	Children who develop their reading skills at a younger age perform better overall in all subjects as they get older Data indicates that the reading programme is working for early readers and PP pupils are achieving above the national average at 77% Phonics approaches (Read, write inc) have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	1, 2, 3

3 x HLTA (1 speech and language specialist/early reading specialist, 1 tutoring specialist and 1 behaviour specialist) Speech and language specialists working with the school to devise programmes for identified pupils	Pupils' historical attainment and new pupils to school have gaps in their learning that need to be identified and effectively targeted Improved language and communication skills will improve reading and writing outcomes	1, 2, 3, 4
1 x Teaching Assistant receiving ongoing supervision (LEA) as Emotional Learning Support Assistants (ELSAs)	Schools with ELSAs report a positive impact on the emotional wellbeing of children and their ability to manage better at school — socially, emotionally and academically https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/primary-sel/EEF_Social_and_Emotional_Learning.pdf?v=1675675566	1,2,3,4,5, 6

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

Budgeted cost: **£ 37,629**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Establish small group Phonics interventions for disadvantaged pupils falling behind age-related expectations	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	1,3
1:1 and small group Tutoring – identified pupils to receive tuition with qualified teachers or trained school led tutors to support reading, writing and maths.	EEF (+4) Group tuition is defined as one teacher or professional educator working with two to five 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.	1, 2, 3, 4
Learning Mentor to support identified pupils to support behaviour for learning	It is essential that we know our disadvantaged children and can spot triggers which will affect learning	1, 2, 3, 4, 5

Structured interventions for reading, writing and maths across school	Pupils' historical attainment and new pupils to school have gaps in their learning that need to be identified and effectively targeted	1
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£ 12,022**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding systems and routines outlined in the DfE's attendance advice. This will involve training and release time for staff to develop and implement new procedures	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. Embedding principles of good practice set out in the DfE's Improving School Attendance advice	6
To provide effective emotional support for disadvantaged pupils through targeted support and interventions such as Croydon MHST, Lego therapy	Providing support for social and emotional needs, allows children to achieve as well as their non-disadvantaged peers and ensure positive well-being https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/primary-sel/EEF_Social_and_Emotional_Learning.pdf?v=1675675566	3
An extensive programme of clubs and activities before and after the school day and during holiday time are available and PP children are targeted with subsidised/ free places. Breakfast club places allocated to improve attendance.	Wider opportunities for all children will have a positive impact on the learning and attainment of all pupils	1, 3, 4, 5, 6
Musical instrument tuition Bursary and school funded places	Every child should have the opportunity to learn to play an instrument/perform in front of an audience	4
Parent workshops	The security of the evidence around parental engagement is high. The key mechanism for parental engagement strategies is improving the quality and	1, 6

	quantity of learning that takes place in the home learning environment (EEF,2021).	
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Total budgeted cost: £ 143,705

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.

Externally provided programmes

Programme	Provider