

# 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<br>Year 3 of 3              |
| Date this statement was published                                       | October 2023 Updated<br>Autumn 2025                     |
| Date on which it will be reviewed                                       | Yearly 'light touch' reviews<br>Full review – July 2026 |
| Statement authorised by                                                 | Helen Carvall<br>Headteacher                            |
| Pupil premium lead                                                      | Vivian Bull<br>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       |
| <b>Total budget for this academic year</b><br>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%).<br><br>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: <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul> |
| 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                                                                            |                               |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |            |
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| <p>emphasis on maths, literacy/vocabulary and curriculum development</p> <p>Planned release time for 1 x teacher to complete NPQ</p> <p>Planned release time for 3 x SLT members completing coaching course</p>                                                                                                                                                                                                                                                                                                                       | <p>children living in poverty' Pedagogy matters'.</p> <p><a href="#">EEF – Effective Professional Development</a></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |            |
| <p>Purchase of standardised NFR assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly</p>                                                                                                                                                                                                                                                                                                                                                                                           | <p>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:</p>                                                                                                                                                                                                                                                                                                                                                             | 1, 2, 3, 4 |
| <p>Revised KS2 Guided Reading curriculum developed to focus on active reading skills required for competent readers</p> <p>Training for all teaching assistants in supporting the development of fluency in reading skills bridging the gap between phonics and comprehension</p> <p>Training in vocabulary teaching for all teachers to implement within Guided Reading sessions</p> <p>Training in importance of class readers and text selection to ensure children exposed to wide variety of texts throughout time at school</p> | <p>Following key principles from <a href="#">EEF-Improving-literacy-in-key-stage2-report</a></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 1, 3       |
| <p>Read, Write, Inc CPD</p> <p>Ensure all staff (including new staff) have received training to deliver the phonics scheme (RWI) effectively</p> <p>New Fresh Start RWI KS2 materials introduced and staff trained on its delivery</p> <p>Ensure the effective teaching of reading across all year groups and promote reading for pleasure through the use of high-quality books</p>                                                                                                                                                  | <p>Children who develop their reading skills at a younger age perform better overall in all subjects as they get older</p> <p>Data indicates that the reading programme is working for early readers and PP pupils are achieving above the national average at 77%</p> <p>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:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p> | 1, 2, 3    |

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| 3 x HLTA (1 speech and language specialist/early reading specialist, 1 tutoring specialist and 1 behaviour specialist)<br><br>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<br><br>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<br><br><a href="https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/primary-sel/EEF_Social_and_Emotional_Learning.pdf?v=1675675566">https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/primary-sel/EEF_Social_and_Emotional_Learning.pdf?v=1675675566</a> | 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:<br><br><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>                                                                                                                                                                                                                                               | 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)<br><br>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                 |

|                                                                       |                                                                                                                                        |   |
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| 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.<br><br>Embedding principles of good practice set out in the <a href="#">DfE's Improving School Attendance advice</a>                                                                                                                                                                  | 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<br><br><a href="https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/primary-sel/EEF_Social_and_Emotional_Learning.pdf?v=1675675566">https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/primary-sel/EEF_Social_and_Emotional_Learning.pdf?v=1675675566</a> | 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<br><br>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 <a href="#">parental engagement</a> is high. The key mechanism for parental engagement strategies is improving the quality and                                                                                                                                                                                                                                                            | 1, 6                          |

|  |                                                                                    |  |
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|  | 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.

| Intended Outcome                                                                                                                                                                | Outcome                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Reduce the gap between non-PP and PP pupils achieving Expected and Greater Depth in Reading, Writing and Maths at the end of KS2                                                | <p>Pupil data from the end of KS2 shows an upward trend of PP pupils achieving the expected standard or above in reading, writing and maths combined:</p> <p>2023-2024 = EXS 65% GDS 15%</p> <p>2024-2025 = EXS 75% GDS 21%</p>                                                                                                                                                                                                                                                               |
| Improved oral language skills and vocabulary among disadvantaged pupils.                                                                                                        | <p>Assessments and observations indicate significantly improved oral language and language comprehension among disadvantaged pupils - with a lower % needing intervention in KS2. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</p> <p>Pupil data shows an improvement in EYFS in communication and literacy:</p> <p>2022- 2023 = 62%</p> <p>2023-2024 = 70%</p> <p>2024-2025 = 100%</p> |
| Improved outcomes in reading associated to phonetic skills in some disadvantaged children across KS2                                                                            | <p>Summative and formative assessments indicate improved reading outcomes for identified disadvantaged children across KS2</p> <p>There is an upward trend in PP reaching the expected level or above in reading:</p> <p>2022-2023 = 70%</p> <p>2023-2024 = 78%</p> <p>2024-2025 = 85%</p>                                                                                                                                                                                                    |
| Planned curriculum experiences include workshops, visits to places of interest such as museums, art galleries and exhibitions and author visitors lead to writing opportunities | <p>Writing samples indicate improved outcomes as teachers are using experiential learning activities to motivate, engage and inspire children to write from experience.</p>                                                                                                                                                                                                                                                                                                                   |

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| To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils | <p>Sustained high levels of wellbeing from 2023/24 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 behaviour incidents for these pupils</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils: 2024-25 78% of PP children accessed extra-curricular clubs and activities.</li> </ul> |
| Attendance for pupil premium children improves and persistent absence reduces                                 | Persistent absence for PP children has decreased. 2023-2024 22 of the 33 persistently absent children were PP compared to 2024-2025 where 14 of the 22 persistently absent children were PP                                                                                                                                                                                                                                                                                                      |

## Externally provided programmes

| Programme | Provider |
|-----------|----------|
|           |          |
|           |          |