

Rowlands Gill 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 2025-2026 and the effect that last year's spending of pupil premium had within our school.

School Overview

Detail	Data
School name	Rowlands Gill Primary School
Number of pupils in school (Primary Age)	177
Proportion (%) of pupil premium eligible pupils	20.3% (36 children)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2024, 2025, 2026
Date this statement was published	12.11.2025
Date on which it will be reviewed	November 2026
Statement authorised by	Lindsey Clarke, Headteacher and approved by Full Governing Body 17.11.25
Pupil premium lead	Lindsey Clarke, Headteacher
Governor / Trustee lead	Jill Chaplin, Link Governor

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 60,915 (25/26 financial year)
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.	£60,915 (financial year)

Part A: Pupil Premium Strategy Plan

Statement of Intent

In Rowlands Gill Primary School our intention is for children from all backgrounds to achieve well in many ways, including academically, socially and emotionally. We want disadvantaged pupils, irrespective of the challenges they face, to grow as individuals, be healthy, feel equal to and become positive members of their community. We aim to support children and their families to overcome any barriers to personal and academic success, which their disadvantage creates. We want all children to thrive and achieve to the best of their ability, including those who are already high attainers.

When making provision for disadvantaged children, we recognise that not all pupils who receive free school meals will be socially disadvantaged and 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 pupil the school has legitimately identified as being disadvantaged.

Our Pupil Premium Plan outlines how we will support children to make progress in their learning and to have a positive mind-set towards learning. Much of our focus will be on high quality teaching with additional adult intervention and tutoring to support academic and personal progress on a more individual basis. Our approach will be responsive to common challenges as well as individual needs and will be based on robust assessment not assumptions.

Challenges

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

Challenge Number	Detail of Challenge
1	Gaps in skills, knowledge and understanding for some children.
2	Low attendance rates for some children.
3	Some children have speech and language issues.
4	Poor parental engagement in Reading.
5	Difficulties to master and retain mental fluency for Maths.
6	Complex issues at home or children's own mental health issues / SEND needs can mean that some children are not emotionally ready to learn when they are at school.

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
Children who are identified as having gaps in their learning will be supported.	<ul style="list-style-type: none"> High quality 1:1 or small group interventions will address gaps in learning. Attainment in KS1 and KS2 for PP children will show that the gap is closing with non-PP.
The attendance of Pupil Premium children will be improved and sustained.	<ul style="list-style-type: none"> There will be a reduction in the number of Pupil Premium children who are persistent absentees. Attendance gap between disadvantaged pupils and their non-disadvantaged peers will be reduced.
Children's skills in communication and understanding of vocabulary will improve.	<ul style="list-style-type: none"> Children's attainment in reading and writing improves. Children's speech and comprehension improves.
Reading attainment will improve.	<ul style="list-style-type: none"> Disadvantaged pupils will perform equally as well as their peers on the phonics screening test. Gap between disadvantaged attainment in Reading and that of others will narrow.
Children will recall basic concepts and knowledge with increasing confidence.	<ul style="list-style-type: none"> Children display high levels of fluency in basic maths skills. Assessments will demonstrate the retention of basic skills/knowledge as scores will improve. Percentage of children reaching ARE in Maths will increase.
Children will be supported to share concerns, and feel positive about themselves and ready to learn.	<ul style="list-style-type: none"> Children feel supported and know how to seek support. Children are ready to learn with minimal support to regulate.

Activity in This Academic Year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £21,715

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use YARC diagnostic assessment for Reading	Standardised tests can provide reliable insights into specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through intervention.	1, 4
Deployment of teaching assistants to support teachers in the delivery of teaching within the classroom.	In some cases, teachers and teaching assistants work together effectively, leading to increases in attainment. In the most positive examples, both teachers and teaching assistants understand how to work together effectively, such as by making time for discussion before and after lessons. Teaching Assistant Interventions EEF	1, 3, 5
New staff trained in use of Kagan Collaborative Learning Structures	The impact of collaborative approaches on learning is consistently positive with pupils making an additional 5 months' progress, on average, over the course of an academic year. We have already seen a positive impact from the initial roll-out of this strategy. Successful approaches can also have other benefits such as supporting the social and personal development of pupils and boosting their self-confidence and motivation for learning. The need for teachers to be at their most expert is essential to be able to support children who find learning most challenging. Collaborative learning approaches EEF	1, 3, 4, 5,6
Staff to use principles from Oracy Project to improve children's communication and language skills	There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives. A targeted approach to oral language development may support some disadvantaged pupils to catch up with peers. Oral language interventions EEF Voice 21: Improving Oracy - second pilot EEF	3

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

Budgeted cost: £33,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching assistants deliver reading interventions – <i>Better Reading Partnership (1:1) / Fluency Project (1:4) / Reading Between the Lines (1:2), Fresh Start / 1:1 reading</i>	High impact (on average + 6 months); effective diagnosis of reading difficulties is important (YARK); shorter interventions of up to 10 weeks tend to be more successful. Reading comprehension strategies EEF Impact of + 3 months: Fresh Start - trial EEF	4, 1
Additional staff for Phonics teaching so groups are smaller	The smaller the group the bigger the impact is a general principle. Our phonics scheme Read, Write, Inc recommends smaller groups matched closely to phonic ability of the children. Small group tuition EEF	1, 3, 4
Teacher planned interventions (1:4 / 1:6) to address gaps in knowledge for Reading, Writing, Maths, phonics	Teaching assistants delivering interventions can improve progress more than when just deployed to support in the classroom. Teaching Assistant Interventions EEF Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period of up to 12 weeks: Phonics EEF	1, 3, 4, 5
Y6 teacher providing before / after school small group tuition to close the gap (Reading / Maths).	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind: Small group tuition EEF By offering these sessions outside of the school day, the benefits are maximised: Extending school time EEF	1, 4, 5
Purchase of licences for Reading Plus (online comprehension) for UKS2 children.	Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities and involve activities and texts that provide an effective, but not overwhelming, challenge. There are some indications that approaches involving digital technology can be successful in improving reading comprehension. The average impact of reading comprehension strategies is an additional six months' progress in a year. Reading comprehension strategies EEF	1, 4
Precision Teaching 1:1 intervention, in reading, spelling or maths	Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Studies have shown that pupils eligible for free school meals typically receive additional benefits from small group tuition because they provide intensive, targeted academic support. One to one tuition EEF A key element in Precision Teaching is frequency, to develop fluency in a skill, as this often leads to better retention and application (Johnson & Layng, 1992). The importance of this is because emerging learning fades from long-term memory relatively quickly over time, whereas fluent and mastered learning sticks.	1, 4, 5

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

Budgeted cost: £ 5,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Encouraging disadvantaged children to attend after school clubs for their own well-being by offering a free club / subsidising the cost of attending.	There are wider benefits from regular physical activity in terms of physical development, health and wellbeing as well as other potential benefits have been reported such as improved attendance. Pupils from disadvantaged backgrounds may be less likely to be able to benefit from sport clubs and other physical activities outside of school due to the associated financial costs (e.g. equipment). Physical activity EEF	6
Discretely subsidise other activity for identified families.	By providing activities free of charge, schools give pupils access to benefits and opportunities that might not otherwise be available to them.	6
SLT member to liaise with parents/carers where there are issues with attendance and offer support / complete Individual Attendance Plan.	DfE guidance on improving school attendance has been informed by engagement with school that have significantly reduced levels of absence and persistent absence. Ideas from this guide will be used by SLT in their approach. Working together to improve school attendance - GOV.UK Layered approach of SLT members meeting with parents (rather than Headteacher) where there is already a relationship established, will improve outcomes.	2
Regular Forest School sessions promote mental health and well-being.	A recent study “established that long term Forest Schools programmes had positive impacts on children’s resilience, confidence and wellbeing”, showing improvement in key indicators on “self-efficacy, persistence, and problem solving skills”, “marked propensity to take risks, heightened levels of self-belief, positive attitude, independence and increased tendency of taking initiative” and “positive impacts on children’s physical and mental health in addition to improving their social and cognitive competence. The study found that promoting wellbeing in children enhances their confidence and resilience.” https://nestinthewoods.co.uk/forest-school-research/	6
Subsidise Residential trip for those families who need it.	Outdoor adventure learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation. Often disadvantaged families may find it difficult to pay for the residential so school offer subsidy as needed. Outdoor adventure learning EEF	6
Train a member of staff as Emotional Literacy Support Assistant and pay for the supervision to enable them to lead sessions.	It is recognised children learn better when their emotional well-being is supported. ELSAs are trained members of staff who can provide individual and group support to children facing emotional challenges. ELSAs need regular supervision to ensure that they are effectively supporting students. We need to invest in our ELSAs so that our children can receive the support they need in order learn better. Evaluating-the-impact-of-ELSA-Research.pdf	6

Total Budgeted Cost: £60,915

Part B: Review of Outcomes in the Previous Academic Year

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

Assessment Outcomes / Data 2024 – 2025 Demonstrating the Impact of the Plan

Impact of Maths Tuition Class 6 2024/2025

Number of children in group	Number of pupil premium	Number of children met Expected standard	Number of PP children who met expected standard
10	7	6	3

1 pp child achieved a scaled score of 98 in end of year assessments so only just missed out on ARE.

Year 6 Additional Reading Interventions 2024/2025

Number of children receiving the intervention	Number of pupil premium children	Number of PP children who met expected standard at end of year
3	2	1 achieved ARE 1 gained 20 words per minute in fluency and gained one year in comprehension and fluency in ARE texts

Reading Plus (Year 6) 2024/2025

Average level gains for whole class 2.2

Child	Level Gains	ARE achieved in Reading	Child	Level Gains	ARE achieved in Reading
A	4		F	2.2	
B	1		G	2.8	Yes
C	1.3		H	5	Yes
D	2	Yes	I	4	
E	5.9		J	5	

Statutory Assessments End of 2024/2025

Reception Good Level of Development 2025

Overall: 70.8% PP: 0% Non PP: 68%

Year 1 Phonics Screening Check 2025

Overall: 77.8% PP: 50% Non PP: 80%

Multiplication Tables Check Summer 2025

Average Mean Score (out of 25)	National Average	PP Average Mean Score	Non-PP Average Mean Score
19.68	21.07	18.33	20.62

Additional support from class teachers during intervention has made a difference, as well as promoting the online practise for homework.

End of KS2 Outcomes - PP compared to Non-PP (without ARMS results)

	Reading 63%		Writing 67%		Maths 77%		RWM 53%	
	PP	Non PP	PP	Non PP	PP	Non PP	PP	Non PP
At or above ARE	70%	88%	46%	68%	60%	70%	17%	73%

The after-school maths tuition improved outcomes for those children who attended. Writing results impacted the overall R, W, M result.

	Key Objective / Success Criteria	Impact Against Key Objectives
1	Children who are identified as having gaps in their learning or are falling behind will be supported through effective adult supported intervention.	Evaluations of the impact of intervention sessions identifies the improvements seen in the children's ability or understanding.
2	The attendance of Pupil Premium children will be improved and sustained.	<p>Whole School attendance was 96.3% for 2024/2025. PP attendance was 94.9%. Non-pupil premium attendance was 97.2% (Difference of – 2.3%).</p> <p>Attendance monitoring at the end of Autumn showed that 19 children (9.1%) were in our 90% and below zone. Of those 19 children, 3 (15.8%) were Pupil Premium, 16 (84.2%) were non-pupil premium.</p> <p>Attendance monitoring at the end of Spring showed that 15 children (7.2%) were in our 90% and below zone. Of those 15 children, 4 (26.7%) were Pupil Premium, 11 (73.3%) were non-pupil premium.</p> <p>Attendance monitoring at the end of the year showed that 14 children (6.7%) were in our 90% and below zone. Of those 14 children, 10 (71.4%) were pupil premium and 4 (28.6) were non-pupil premium.</p> <p>During the year, 7 children (5 families) were placed on Individual Attendance Plans, 42% were PP children. All 7 children showed an improvement.</p>
3	Children's skills in communication and understanding of vocabulary will improve.	No official data to support this. Lesson observations showed children using and applying curriculum related vocabulary more often. The increased use of stories and reading for pleasure slots continue to expose children to more vocabulary which is explored as it is encountered. For children who need speech and language programmes, TAs have been give dedicated time to deliver these.
4	Children will read regularly with their parents / carers at home and they will understand the importance of early reading and regular reading practise.	<p>Open Reading sessions in Reception, Year 1 and Year 2 gave parents the opportunity to come into school and support their children with reading and learn from staff. Mystery Reader visits encouraged children to enjoy reading.</p> <p>Where parents are unable to support reading at home, additional support was provided in school by volunteers/other staff members.</p> <p>See Phonics Screening data.</p>
5	Children will be able to recall basic concepts and knowledge with increasing confidence when applying to wider mathematical problems.	<p>Key Instant Recall Facts (KIRFs) which offer regular practise and recall of facts are in use across school and are used as part of homework. Tutoring programme included Maths facts. Impact of tutoring analysis shows that children's confidence and recall improved, supporting them in their wider Maths work.</p> <p>See Maths data.</p>
6	Teaching across school will have greater consistency in relation to strategies that support effective learning. Staff will understand why they are required and how to employ them to enable knowledge to be embedded for long-term learning.	Staff continue to incorporate strategies to help children to learn more and remember more for longer. These have been evidenced in lesson observations and subject leader monitoring work. Pupil voice is showing that learning has been embedded in to the long term memory but this needs to continue.
7	Children are supported to share concerns or anxieties, knowing that	All staff try hard to support children emotionally. The SLT spend a large proportion of their time on pastoral support for children and

adults will listen and offer support. Staff support children to feel positive about themselves and ready to learn.	families. Other counsellors have been brought in to offer more specialist support as needed. The MELVA programme was well-received by the children who attended as an intervention. Parental feedback, of the children who have had support, has been positive. Wait times for outside agency support have hindered the availability of support for some children – this is beyond our control.
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Externally Provided Programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year.

Programme	Provider
Reading Plus for Year 6	Reading Plus