

Pupil premium strategy 2025-2026

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	222
Proportion (%) of pupil premium eligible pupils	38%
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
Date this statement was published	January 2026
Date on which it will be reviewed	January 2027
Statement authorised by	C Black
Pupil premium lead	C Black
Governor / Trustee lead	K Field

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£110,595
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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>	£110,595

Part A: Pupil premium strategy plan

Statement of intent

At Ropery Walk Primary School, we believe that teaching and learning opportunities should meet the needs of all pupils. We strive to ensure that appropriate provision is made for pupils who belong to vulnerable groups, ensuring that the needs of such pupils are adequately addressed and support is put in place. Our work with children in receipt of Pupil Premium is aimed at accelerating progress and overcoming barriers to learning so that these pupils achieve similar outcomes to their peers and diminish the difference between Pupil Premium and non-Pupil Premium children.

Challenges

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

Challenge number	Detail of challenge
1	Pupils who are eligible for Pupil Premium tend not to enter EYFS at age-related expectations and communication and language is exceptionally poor. This means there is already a gap between Pupil Premium and non-Pupil Premium children on entry to school. We need to ensure they make more progress than their peers to catch up.
2	Disadvantaged children may have less general knowledge, vocabulary and experiences which may make it difficult for them to acquire more knowledge or access books and curriculum
3	A lack of engagement and support from families at home means staff have to build opportunities in school to support and develop a love of learning, especially reading.
4	Some Pupil Premium children may have emotional and social challenges which can interfere with learning.
5	Low attendance rates for some Pupil Premium children impacts on their learning. This means they are constantly having to catch up to their peers.

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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PP children are fully supported and make at least good progress.	Progress of PP pupils remains above national.
Provide a broad and balanced curriculum with clear sequence of learning and progression in knowledge and skills which ensures that all children have valuable subject specific knowledge. This can help those students who may otherwise not have a high cultural capital and, doing so, help reduce social inequalities.	All children have access to a broad and balanced curriculum and are supported to learn /remember more
Provide increased opportunities in school to support and enthuse a love of reading	The proportions of PP children reaching age related expectations in reading will be sustained and built upon.
Improve the emotional well being and mental health for children, including building resilience, through the use of Place 2 Be.	Children will be able to express themselves therapeutically in a safe environment. Lesson observations will demonstrate children's positive attitudes to learning.
Improve the attendance of PP pupils	There are increased attendance rates for PP pupils.

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: £ 29,839

Activity	Evidence that supports this approach	Challenge number(s) addressed
Extra teacher in KS2 to ensure smaller classes and no mixed classes for English and Maths	Education Endowment Fund Teaching and Learning Toolkit: Small group tuition (impact +4) Feedback (impact +8) Reduce class sizes	1, 2, 3

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

Budgeted cost: £ 35,525

Activity	Evidence that supports this approach	Challenge number(s) addressed
Dedicated KS1 TA to support phonics 1:1 support & structured interventions	Education Endowment Fund Teaching and Learning Toolkit: TA interventions (impact +4) Research which focuses on TAs who provide 1:1 or small group targeted interventions shows a stronger positive benefit of between 4 and 6 additional months on average. There is also evidence that working with TAs can lead to improvements in pupils' attitudes.	1, 3

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

Budgeted cost: £ 44,341

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to employ an Attendance Officer to monitor and implement strategies to improve attendance	DfE: The Link between absence and attainment at KS2 and KS4. Education Endowment Fund Teaching and Learning Toolkit: Parental engagement (impact +4)	5
Continue to fund Place to Be service in school	Education Endowment Fund Teaching and Learning Toolkit: Social and Emotional learning (impact +4) After Place2Be's one-to-one counselling: 78% of 4-11 year-olds and showed improved mental health	4

Total budgeted cost: £ 110,705

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

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

Phonics: 78% of PP children (9 children in cohort) passed their phonic screening in Year 1

KS1 Phonics: 75% of children passed their phonic screening in Y2 (4 children in cohort)

Outcomes were in line with outcomes for all pupils - Provisional LA – 77.2% and just below provisional National outcomes for all children (79.9%).

Multiplication Timetable Check: (21 PP children in cohort)

33% scored the maximum score of 25 out of 25; 86% scored 21< out of 25.

National 2025 average score was 21.0 with 37% of pupils achieved the maximum score of 25.

KS2

In year 6, 12 pupils (35%) were considered disadvantaged compared to a national average of 21% of pupils.

In 2025, KS2 attainment for all pupils at the expected standard in RWM combined was 67.6% which was just below national (62.2%).

The national average for Year 6 pupil premium pupils meeting the expected standard (EXS) in reading, writing, and mathematics combined for the 2024-2025 academic year was 47%. 50% of our disadvantaged pupils met standard.

Teaching Strategies

Through keeping class sizes small, teachers have been able to use adaptive teaching to closely tailor lessons to children's needs. Outcomes have therefore been successful with all pupils making good progress.

Work around KIRFs in Maths has helped teachers to closely monitor and prioritise key outcomes upon which the children can build their learning as they move through the school and this can be seen in internal data.

Targeted Intervention

Phonics: Phonic interventions have been highly successful – 71% of our 17 disadvantaged children passed their phonics test compared to 68% nationally.

Place 2 Be 1:1 Counselling Service

1:1counselling - 24 children attended counselling totalling in 249 sessions.

Socio Demographics

Children / young people in receipt of Pupil Premium - 14

Children / young people who are Looked After: 4

Children / young people who are subject to a Child Protection Plan: 4

Children / young people with SEND: 3

IMPROVEMENT – SDQ

Teachers say:

% of children / young people have improved mental health according to their teachers: 56%

% of children / young people have improved mental health according to their parents: 67%

Impact on Learning and Engagement

14 of 18 children / young people were better after coming to Place2Be

5 children / young people had difficulties that caused an impact on their classroom learning, 4 improved

1 children / young people had difficulties that caused problems for the teacher or class, 1 improved

Parents think: 13 of 18 children / young people were better after coming to Place2Be

Place2Talk (children) - 92 children were seen, totalling 199 sessions.

Place2Think (staff) - 56 sessions held

Parent work - 62 sessions

Whole class work - 7

Safeguarding concerns raised - 9