

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium) for 2023-2024 of the 2021 to 2024 strategy. The aim of this strategy funding is 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	Romsey Abbey CE Primary School
Number of pupils in school	203
Proportion (%) of pupil premium eligible pupils	32%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 2022/2023 <b>2023/2024</b>
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Mark Harris, Headteacher
Pupil premium lead	Mark Harris
Governor	Jemma Jones, lead for disadvantaged pupils

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£94,757
Recovery premium funding allocation this academic year	£9,135
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£103,892

# Part A: Pupil premium strategy plan

## Statement of intent

### Vision Statement

*Walking in the Footsteps of Jesus with Love, Trust and Forgiveness*

#### **Children Flourish**

Romsey Abbey Church of England Primary School will be a distinctive community, deeply rooted in Christian values, whose culture has limitless ambition, professionalism, engagement and caring at its heart. Staff, parents and governors will work together closely to give every child the best possible education and life chances. The school will make a positive contribution to the local community and beyond.

**“Life in all its fullness” John 10:10**

### Our Mission

At Romsey Abbey CE School we believe that a world of opportunity lies at our feet. We see our role as a school as instilling in learners the confidence to enable success and relish challenge. We help children, families and staff to learn how to demonstrate love and grow in our ability to forgive each other, to aspire to be the best we can be. We feel it is important to both rejoice in our own success and equally in the success of others. As a church school our whole school life is based around our common values of, “walking in the footsteps of Jesus with love, trust and forgiveness.”

### Our Aims

Build a culture and ethos of support and respect, inclusive of language, ethnicity, ability and gender.

- Create a healthy, safe environment through relationships, resources and opportunities which are accessible to all.
- Provide an outstanding curriculum and learning environment that inspires, achieves the highest standards, creates a spirit of adventure, reflects culture and community and builds confident and independent learners.
- Strive to build systems of communication that ensure all members of the school family have opportunities to contribute ideas and knowledge that will be valued.

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The

focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged in the usual sense of the word or not.

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. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through an in-house tutoring programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified

## Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.

2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
3	<p>Internal and external (where available) assessments indicate that writing attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.</p> <p>Internal data shows that proportion of disadvantaged children who start at the expected level in writing is 20-35% below that of non-disadvantaged pupils. This gap has been markedly reducing in recent years due to the impact of our pupil premium strategy but remains a challenge nonetheless through to the end of KS2</p>
4	<p>Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to poor parental mental health, and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>16 pupils (9 of whom are disadvantaged) currently require additional support with social and emotional needs, with 11 (7 of whom are disadvantaged) receiving small group nurture-informed interventions and/or ELSA)</p>
5	<p>Our attendance data over the last 5 years indicates that attendance among disadvantaged pupils has been between 1.3 - 5.6% lower than for non-disadvantaged pupils. (1.3% in July 2023 was our lowest gap in the past 5 years)</p> <p>16% of disadvantaged pupils have been 'persistently absent' compared to 6% of their peers during that period. In 2022-2023, 15% of disadvantaged pupils were persistently absent compared to 8% of the rest of the school cohort. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>

## 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 oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.

Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2024/25 show that more than 70% of disadvantaged pupils met the expected standard.
Improved writing attainment for disadvantaged pupils at the end of KS2.	KS2 writing outcomes in 2024/25 show that more than 60% of disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2024/25 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 increase in parental engagement in their child's learning</li> <li>● a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>● the overall absence rate for all pupils being no more than 3.5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 1%.</li> <li>● the percentage of all pupils who are persistently absent being below 9% and the figure among disadvantaged pupils being no more than 1% lower than their peers.</li> </ul>

## 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: **£46,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding dialogic and language building activities across the school curriculum as led by our new Speaking and Listening leader working in close partnership with our English leader. Initiatives include Reading Aloud Competition, Whole School Debating challenge and a Public Speaking Competition. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time to ensure the highest quality of experience.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading and writing:</p> <p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1, 2</p>
<p>Ongoing Little Wandle Phonics Programme training for all staff and the resources to support the highly effective delivery of this programme</p> <p>Teaching and Learning coach employed and released to further raise quality and consistency of phonics teaching</p> <p>Recruitment of two additional Teaching Assistants to ensure all elements of the phonics programme inc</p>	<p>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:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1, 2</p>

<p>Catch up and Keep up can take place consistently for all children who need it.</p>		
<p>Enhancement of our Writing teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school through coaching, improvement workshops, INSET Training</p>	<p>The EEF guidance is based on a range of the best available evidence:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a></p>	<p>3</p>
<p>Internal Peer Coaching and subject release time to ensure an exciting curriculum and high quality teaching occurs in all year groups and classes.</p> <p>Inset training.</p> <p>Professional Development Meetings – ½ day release per term for all subject leaders to develop, implement and review action plans with support of Curriculum Lead.</p>	<p><a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Implementation/Professional-Development-Summary.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Implementation/Professional-Development-Summary.pdf</a></p>	<p>1, 2, 3</p>
<p>Continue to Improve the quality of social and emotional (SEL) learning through our Habits of Mind, Jigsaw PHSE programme, ELSA and Nurture Interventions.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p>	<p>4</p>

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

Budgeted cost: **£30,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ongoing cost of the NELI and Nessie programmes to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.</p> <p>1:1 Speech and language intervention by trained TA for identified pupils.</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p><a href="https://www.educationendowmentfoundation.org.uk/oral-language-interventions">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1, 3</p>
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support in KS1 and KS2</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p><a href="https://www.educationendowmentfoundation.org.uk/phonics-toolkit-strand">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>2, 3</p>
<p>Nurture Interventions through our Nurture provision for identified pupils using the Boxall Profile assessment.</p>	<p><a href="https://www.nurtureuk.org/wp-content/uploads/2021/11/The-EEF-Toolkit-and-Nurture-Groups.pdf">https://www.nurtureuk.org/wp-content/uploads/2021/11/The-EEF-Toolkit-and-Nurture-Groups.pdf</a></p>	<p>4, 5</p>
<p>School-led tutoring for pupils whose education remains impacted by gaps in knowledge and understanding. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers. This will be led by the pupils' teachers and includes after school booster tutoring</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><a href="https://www.educationendowmentfoundation.org.uk/one-to-one-tuition">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="https://www.educationendowmentfoundation.org.uk/small-group-tuition">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>Core subjects 1, 2, 3</p>



for pupils in Year 5 and 6 as well as Easter holiday tutoring mornings led by the Year 6 teachers		
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£28,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Team Teach training for all teaching staff and Teaching Assistants so that all staff are equipped and trained to support children effectively when they are struggling using de-escalation strategies that meet the children's needs</p> <p>Lego Therapy training for 2 members of staff to lead this key intervention supporting communication and language and subsequent behaviour</p> <p>Cognitive Behaviour Approaches training for 2 members of staff to then utilise within targeted behaviour interventions and wider school CPD</p> <p>6 Sessions for 2 x new to teaching teachers delivered by Primary Behaviour Services at the Clifford Centre</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p><a href="http://educationendowmentfoundation.org.uk">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	1, 4, 5
<p>Development of pupils' Cultural Capital through Cultural Capital Launch Pads, trips and visits inc residential visits, Reintroduction of Intergenerational Project, performing in a choir and learning an</p>	<p><a href="http://www.educationengland.org.uk/documents/pdfs/2015-sutton-subject-to-background.pdf">http://www.educationengland.org.uk/documents/pdfs/2015-sutton-subject-to-background.pdf</a></p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data</a></p>	1, 2, 3, 4, 5

<p>instrument, expansion of extra curricular clubs on offer.</p> <p>Funding for disadvantaged pupils and those with a social worker or on the edge of care.</p>	<p><a href="a/file/818679/An_Unequal_Playing_Field_report.pdf">a/file/818679/An_Unequal_Playing_Field_report.pdf</a></p> <p>Also</p> <p>EEF Arts Participation and Outdoor Adventure</p>	
<p>Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.</p> <p>This will involve significant increase in release time for staff to analyse attendance, support children and families, including ELSA, Early Help assessment and meetings, liaising with other agencies etc.</p> <p>Funding for wrap around care and lunch clubs for disadvantaged pupils and those with a social worker or on the edge of care.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	5
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	~£5,000

**Total budgeted cost: £104,000**

## 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 2022 to 2023 academic year. We have analysed the performance of our school's disadvantaged pupils using key stage 1 and 2 performance data, Y1 phonics check results, Y4 Multiplication Check and our own internal assessments.

The attainment gap between our disadvantaged pupils and non-disadvantaged pupils is difficult to compare year on year due to the differences of cohort size and SEN needs. Some years the number of disadvantaged children in a year group is quite small and therefore statistically insignificant, other years it is large enough to make useful comparisons.

#### Early Years GLD July 2023

	2022	2023	National 2023
<b>Whole Cohort</b>	76%	78%	67%* <i>* FFT national estimate</i>
<b>Pupil Premium</b>	38%	50%	
<b>Not Pupil Premium</b>	83%	100%	

#### Year 1 Phonics Check July 2023

	2022	2023	National 2023
<b>Whole Cohort</b>	56%	90%	79%
<b>Pupil Premium</b>	83%	87%	
<b>Not Pupil Premium</b>	47%	91%	

#### Year 2 End of KS1 results

	2022	2023
<b>Reading Pupil Premium</b>	54%	83%
Reading Not Pupil Premium	69%	52%
<b>Writing Pupil Premium</b>	46%	67%
Writing Not Pupil Premium	69%	52%
<b>Maths Pupil Premium</b>	38%	67%
Maths Not Pupil Premium	81%	67%
<b>Combined RWM Pupil Premium</b>	31%	67%
Combined RWM Not Pupil Premium	56%	52%

## Year 4 Multiplication Tables Check 2023

School Pupil Premium Average Score 2023: **21.1**

School Average Score 2023: **21.0**

Hampshire Pupil Premium Average Score 2023: **17.8**

Our pupil premium pupils achieved a higher average than that of the whole cohort and an average of 3.3 marks higher than pupil premium pupils across Hampshire

## Year 6 End of KS2 results

Year 6 End of KS2 results	Combined			Reading			Writing			Maths		
	2022	2023	2023 national	2022	2023	2023 national	2022	2023	2023 national	2022	2023	2023 national
Cohort EXS	39%	73%	59%	54%	79%	73%	54%	79%	71%	50%	82%	73%
Cohort GDS	0%	15%	8%	17%	27%	29%	4%	21%	13%	4%	24%	25%
Pupil Premium	28%	45%		43%	64%		28%	64%		43%	64%	
Not PP	41%	86%		59%	86%		65%	86%		53%	91%	

## July 2023 Year 1 – Year 6 (internal data)

Sum 2: Combined RWM: PP 45% Not PP 63%

Sum 1: Combined RWM: PP 40% Not PP 62%

Spr 2: Combined RWM: PP 28% Not PP 54%

Spr 1: Combined RWM: PP 22% Not PP 50%

Aut 2: Combined RWM: PP 19% Not PP 49%

Aut 1: Combined RWM: PP 17% Not PP 44%

<p><b>Just below and expected increase from Aut 1</b>            Reading: PP 77% (+13%) Not PP 85% (+3%)            Writing: PP 66% (+21%) Not PP 83% (+11%)            Maths: PP 74% (+14%) Not PP 85% (+6%)</p> <p><b>Expected and above increase from Aut 1</b>            Reading: PP 53% (+8%) Not PP 70% (+6%)            Writing: PP 49% (+23%) Not PP 66% (+12%)            Maths: PP 53% (+17%) Not PP 75% (+14%)</p>
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## Attendance

The attendance of our disadvantaged pupils was 2.7% higher than the national average as calculated by FFT. The attendance gap between pupil premium pupils and not pupil premium pupils has reduced to 1.3% where the year before this was 2.4%

FSM6			All	R	1	2	3	4	5	6
FSM6	70	School	94.0%	94.5%	92.3%	94.0%	95.4%	93.8%	94.6%	92.9%
		FFT National	91.3%	89.4%	90.6%	91.4%	91.7%	91.7%	91.6%	91.6%
		Difference	+2.7% ●	+5.1% ●	+1.7% ●	+2.6% ●	+3.7% ●	+2.1% ●	+3.0% ●	+1.3% ●
Not FSM6			All	R	1	2	3	4	5	6
Not FSM6	132	School	95.3%	94.5%	94.3%	92.3%	95.7%	97.3%	97.2%	95.8%
		FFT National	94.7%	93.3%	94.2%	94.9%	95.2%	95.2%	95.1%	95.0%
		Difference	+0.6%	+1.2% ●	+0.1%	-2.6% ●	+0.5%	+2.0% ●	+2.0% ●	+0.8%

## Social Emotional and Mental Health Needs (SEMH)

The social and emotional progress of our Pupil Premium Children with SEMH needs is measured through the Boxall Profile®. These are specific and individual to each child so cannot be shared within this evaluation but each Boxall Profile® gives a very clear picture of the progress each child has made through ELSA, Nurture Interventions, Social Thinking Groups and High Quality Inclusive Teaching.

## Engagement with Extra Curricular Clubs

	Whole School	Pupil Premium	Not Pupil Premium
Number of children participating in 1 or more extra curricular clubs	137 / 203 (67.5%)	43/62 (69%)	94 / 141 (67%)
Number of KS2 children receiving tuition for musical instruments	74 /123 (60.1%)	31/44 (70.5%)	43/79 (54%)

## Clubs on offer 2022-2023:

Drama, Archery, Football, Multi-Sports, Running, Story Gym, Science, Coding, Sewing, Cookery, Board Games, Film Club, Homework Club, Art and Craft, Reading, Gardening, Recorder, Orchestra, Choir, French