

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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	Romsey Abbey C of E Primary School
Number of pupils in school	202
Proportion (%) of pupil premium eligible pupils	31.2%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Mark Harris Headteacher
Pupil premium lead	Julie Symonds Inclusion Leader
Governor / Trustee lead	Jemma Jones, lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£76,665
Recovery premium funding allocation this academic year	£8,555
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	£85,220

Part A: Pupil premium strategy plan

Statement of intent

Vision Statement

Romsey Abbey C of E Primary School will be a distinctive community, 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 be viewed by the local Community as a centre of excellence.

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

3 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	Internal and external (where available) assessments indicate that writing attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.

	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 remains steady to the end of KS2.
4	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. CPOMS logs have markedly increased during the pandemic. 17 pupils (12 of whom are disadvantaged) currently require additional support with social and emotional needs, with 14 (9 of whom are disadvantaged) receiving small group interventions.
5	Our attendance data over the last 5 years indicates that attendance among disadvantaged pupils has been between 1.5 - 5.6% lower than for non-disadvantaged pupils. 16% of disadvantaged pupils have been 'persistently absent' compared to 3% of their peers during that period. 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
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.	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant increase in parental engagement in their child's learning

	<ul style="list-style-type: none"> • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • 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%. • the percentage of all pupils who are persistently absent being below 6% and the figure among disadvantaged pupils being no more than 1% lower than their peers.

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: £40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding dialogic activities across the school curriculum. In the form of Talk through Stories initiative and the reintroduction of Intergenerational Project. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. 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: Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	<p>1, 2</p>
<p>Purchase of Little Wandle Letters and Sounds</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</p>	<p>1,2</p>

Revised and Inset to secure stronger phonics teaching for all pupils.	pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	
Enhancement of our Writing teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school.	The EEF guidance is based on a range of the best available evidence: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2	3
Internal Peer & Recovery Coaching and subject release time to ensure an exciting curriculum and high quality teaching occurs in all year groups and classes. Inset training	https://educationendowmentfoundation.org.uk/public/files/Publications/Implementation/Professional-DevelopmentSummary.pdf	1, 2, 3
Continue to Improve the quality of social and emotional (SEL) learning through our Habits of Mind and Jigsaw PHSE programme.	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: EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)	4

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

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of the NELI programme 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>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	1
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</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>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	2
<p>Training for two staff in the Nurture Principles. Set up and staff a Nurture Provision for identified pupils using the Boxall Profile assessment</p>	<p>https://www.nurtureuk.org/wpcontent/uploads/2021/11/The-EEF-Toolkitand-Nurture-Groups.pdf</p>	4, 5
<p>School-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be</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: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	Core Subjects

disadvantaged, including those who are high attainers.		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Take part in the CPD that leads to whole staff training on Attachment and Trauma Aware Schools Programme with the aim of further developing our school ethos as well as improving understanding of and behaviour across school.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	4, 5
Development of pupils' Cultural Capital through Cultural Capital Launch Pads, Resumption of trips and visits post Covid restrictions, Global Neighbours accreditation, Reintroduction of Intergenerational Project, performing in a choir and learning an instrument. Funding for disadvantaged pupils and those with a social worker or on the edge of care.	http://www.educationengland.org.uk/documents/pdfs/2015-sutton-subject-tobackground.pdf https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/818679/An_Unequal_Playing_Field_report.pdf Also EEF Arts Participation and Outdoor Adventure	1, 2, 3, 4, 5
Embedding principles of good practice set out in the DfE's Improving School	The DfE guidance has been informed by engagement with schools that have significantly	5

<p>Attendance advice. This will involve release time for staff to analyse attendance, support children and families, including ELSA, Early Help assessment and meetings, liaising with other agencies etc. 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>reduced levels of absence and persistent absence.</p>	
<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>	<p>~£5,000</p>

Total budgeted cost: £85,220

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 2020 to 2021 academic year.

During an unpredictable year, we ensured that pupil's wellbeing, confidence and social skills were prioritised within school planning. Staff training on children's mental health equipped all staff to help meet the manifold mental health and wellbeing needs of our pupils, particularly our vulnerable pupils. Adaptations to the classroom environment and culture were made to ensure that pupils regained lost confidence, felt safe and able to flourish in the classroom. This in turn helped ensure attendance was as good as possible given the circumstances of Covid-19. Identifying and addressing the many gaps in learning and understanding that emerged from a national lockdown in January and February as well as ongoing periods of self-isolation for classes and individuals was another key priority. Peer coaching work among teaching staff was central to empowering teachers to do this effectively and to adapt to the ever-changing circumstances. Whilst this was more challenging to deliver set against the limitations of Covid-19, innovative ways of coaching ensured that disadvantaged pupils made higher than expected steps of progress in each term (excluding the Spring 1 National Lockdown). There have remained significant gaps in learning from the lost learning time in school but teachers knowledgeable about those gaps and strategies that are proving effective with those pupils and thus transition into a new year group in September was very successful. Disadvantaged pupils also made demonstrable progress in the summer term when we used funding to employ sports coaches that in turn gave teachers more time to conduct short precise interventions to again tackle key gaps in learning. This has also led to expanding that provision further into 2021-2022. Senior staff had regular contact with families who were isolating, ensuring that laptops were set up and collected for work to be done at home. Remote learning was carefully planned with levels of support should pupils request it. As a result, all pupils had access to remote learning throughout bubble closures and therefore were able to continue to make progress, albeit slower for many pupils, against starting points. Most Pupil Premium children made more than expected progress from their individual starting points (exc. National Lockdown) as a result of a carefully planned curriculum and extra interventions.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.