

Rotherfield Primary School -Pupil premium strategy 2024 - 2027 (3 year plan) with update and review notes for 2025)

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	Rotherfield Primary
Number of pupils in school	290 ex nursery (2024-25) 304 ex nursery (2025-26)
% PP	66% (2024-25) 67% (2025-26)
Academic year/years that our current pupil premium strategy plan covers	3 years, with an annual review. 2024-2027
Date published	November 2024
Review dates	November 2025
Statement authorised by	Nia Silverwood (Nov 24)
Pupil premium lead	Nia Silverwood (Nov 24)
Governor / Trustee lead	Charlie Radcliffe /T and L Committee (Nov 25)

Funding overview

Detail- 2024/25 year	Amount
Pupil premium funding allocation this financial year	£282,560 (2024-25) £268,155 (2025-26)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total PP 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	As above

Part A: Pupil premium strategy plan - Statement of intent

Rotherfield is a two-form entry school, with a 26 place Nursery, situated on the border between Hackney and Islington inner London. The school benefits from being in a Federation with Newington Green school. Both school share specialist teachers in music, Spanish and computing and the provision of these is outstanding. Both schools have a rich cultural entitlement programme and an in-house catering team who source all ingredients locally and cook food from scratch on site each day. We run term time wrap-around childcare on site from 7.45am to 6.30pm. In 2023/24 the school has had a significant change of senior leadership with a view of driving the next layer of school improvement.

Islington is the most deprived local authority in London for children Based on 2019 Income Deprivation Affecting Children Index (IDACI) – 27.5% children living in income deprivation. This inequality for children is visible in rates of educational and health outcomes, rates of SEND, exclusions, persistent absence and NEETS and interwoven with the wider inequalities associated with ethnicity and gender. Islington schools now have the second highest proportion of pupils eligible for Free School Meals in the country Islington had the largest % increase since the start of the pandemic in England. In Islington, there are persistent achievement gaps for children entitled to FSM, those who have been known to social care and children for some ethnic groups particularly Black Caribbean and Turkish/Turkish Cypriot pupils. Both persistent absence and suspension (fixed term exclusion) rates are well above national averages. Domestic violence and parental mental health are the highest causes of social care contacts for children under 11, parental and child mental health the highest reasons for social care contact at secondary age with gangs and criminal exploitation the main reasons for social care involvement with those in the 16+ age group.

- **Deprivation** - The school serves a community which reflects extreme social and economic challenges. **Currently 66%** of children are eligible for free school meals (ever 6). The school's deprivation indicator is high and well above the national average. (in the top 1%) In some year groups (e.g Year 5) the proportion of FSM is over 90%. According to the IDSR our school FSM is rising over time; this would corollate with what we see in EYFS where 70% of the cohort are PP eligible.
- **Diversity** – **23%** children are from minority ethnic families, **31%** speak English as an additional language. Our main ethnic group at **26%** are White British. Many of our white British community are also PP
- **Start Points** – Assessment on entry to the foundation stage, show many children have poorly developed communication skills, little or no English, poor personal, social and emotional development. Attainment on entry is substantially below developmental milestones for the majority of children.
- **SEND – 20%** (Nat-12.1%) children have Special Educational Needs including some complex emotional and behavioural issues. As of September 2025, 17% of pupils are on the SEN register. In **2024, 11** pupils had EHCP plans, with a further 9 pupils submitted for review. As of

2025 the school has 17 EHCP, with a further 6 to submit. This will take the % of EHCPS to 5.2% in line with national averages. The current Y5 cohorts have the highest SEND need with 70% SEND. The main SEND categories are SEMH and ASD

Our intent

In a school with a very high level of deprivation, where the majority of pupils are PP/FSM, our fundamental aim is to drive to redress the inequality gap between FSM and non-FSM pupils. We are highly aspirational for all pupils and believe that it is our duty to remove any barriers that we can to their educational attainment. We know that reaching the expected standard for maths and English at primary will lead to greater opportunities in later life for all pupils but, in particular, for pupils who are disadvantaged. Research shows that quality first teaching will have the greatest impact on attainment and addressing the attainment gap. Therefore, we have an explicit focus on raising standards in teaching and learning in the core subjects, through high quality support and CPD for staff. Another evidence-based approach is to ensure pupils are confident readers, as strong readers make better progress in all areas of the curriculum. Therefore, we will invest pp money in developing a reading for pleasure culture and strategies that explicitly develop pupils as competent readers.

Based on our context, in an area of high deprivation where pupils do not travel far from the local area or have opportunities to benefit from cultural enrichment, we know that we need to do more to ensure our pupils have access to the wider world. Therefore, part of our strategy will be to provide pupils with the rich experiences and knowledge necessary to be informed and confident individuals in any situation.

For a proportion of our community, persistent absenteeism (PA) and school attendance is a significant challenge. From analysing our data this seems to affect PP pupils more than non-PP. In a context such as ours, we know that nurturing and fostering strong relationships leads to better engagement. We want school to feel like a welcoming, warm and inclusive space for all pupils and families. We want to invest in interventions to support pupil and parental wellbeing, which will encourage them to trust the school as a home away from home.

Challenges

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

Challenge	Detail of challenge
1	A persistently large gap between PP and non-PP in mathematics, both compared to national non-PP and to National PP. We have identified through both statutory and internal data a large and persistent gap in PP attainment in maths. Curriculum review work also shows that historically a maths mastery approach and mathematical fluency has not been well embedded, leading to gaps in pupil knowledge.
2	Poor language, oracy and communication skills, linked to poor language models, which starts in early years and persists thorough the school. Assessments, such as EYFS on entry and teacher observations highlight limited English language and communication skills in EYFS and KS1. The oracy and verbal communication of our pupils is behind that of others (national average) on entry to reception.
3	Attendance and punctuality issues. Attendance is below NA currently at around 93% (NA 95%) PP children are more adversely affected by poor attendance at 92%. Persistent absenteeism also above the NA (around 24% with NA at 18%) again with PP children.
4	A growing number of pupils with SEND and SEMH needs who are also PP which require specialised support and intervention to ensure they can access learning and make accelerated progress. The SEND team and SLT have looked at data and it is evident that there are many PP children who also have diagnosed SEND needs. Many of our 1:1 SEND pupils are also pupil premium
5	Reading (both phonics and comprehension): Termly phonics assessments carried out by the reading leader suggest that disadvantaged pupils are further behind than their peers in terms of phonics knowledge, thus hindering their reading progress, enjoyment of reading and reading comprehension. Termly assessments in KS2 and teacher observations show reading comprehension is a continued area for development. A lack of positive role models for reading for pleasure means pupils overall do not enjoy reading. A lack of home reading culture means pupils do not have stamina for reading.
6	Complex and compound disadvantage – lockdown, parental mental health and the cost of living crisis has and will continue to limit pupil access to cultural enrichment activities which offer a broad education to pupils. This has impacted disadvantage to a greater degree. Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, including increased anxiety.

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
To narrow the attainment gap between disadvantaged and non-disadvantaged pupils in core subjects with reading and maths a specific focus.	<ul style="list-style-type: none"> Identifying and tracking pupils in each class/cohort. Use PP meetings to identify and plan from data, so that pupils make rapid progress. Attainment gap narrows by end of year assessments and national benchmarks. PP pupils make accelerated progress and attain as well as national PP in maths and reading Improved teaching seen in maths through in house monitoring Improve clarity on maths and reading curriculum planning and Developing staff knowledge and understanding of curriculum progression.
To work towards eliminating the attainment gap between our disadvantaged pupils and all other groups nationally	<ul style="list-style-type: none"> Intervention menu is targeted and dynamic, ensuring pupils get timely provision Using termly data sets to make judgments about provision. Attainment continually gap narrow by end of year assessments and national benchmarks and PP pupils make accelerated progress. Robust monitoring in place to ensure high quality first teaching. Rapid action when teaching is less than good.
To ensure equal access, for disadvantaged and non-disadvantaged pupils, to cultural opportunities and enrichment provision which support improved outcomes	<ul style="list-style-type: none"> Use data to ensure equal take up of all activities offered by the school. Present data regularly to Governors on equity and what we are doing to address this.
To bring attendance and PA of PP children broadly in line with national averages for PP by end of plan	<ul style="list-style-type: none"> Yearly upwards trend in attendance and PA data monitored weekly by HoS Evidence of CFSW / attendance lead impact through case studies

Activity in this academic year (2025/26 plan)

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: £ 154,400 (2025/26)

Activity	Evidence that supports this approach	Challenge number(s) addressed
For 2025/26, resourcing as many TAs as possible (Budget for 12) taking into account class and cohort needs to support all pupils. The additional staff allow the school to run a targeted programme of intervention and support with our disadvantaged pupils £70,000 (reduced amount for 2025)	It also ensures that pupils are regularly getting feedback on their learning: a high impact, low-cost strategy from the Education Endowment Foundation (EEF).	1, 2, 4, 5, 6
Part funding for two class based AHTs (job share) who will impact on the quality of T and L in maths and English through team teaching, joint planning monitoring and being excellent models of good practice £45,000 remains the same	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: https://assets.publishing.service.gov.uk/media/6140b7008fa8f503ba3dc8d1/Maths_guidance_KS_1_and_2.pdf The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	1,2,4,5
<i>Speech and Language Therapist.</i> Part fund the school's speech and language package with the NHS to allow faster diagnosis of pupils with Speech and Language needs and training for staff to run groups and interventions. Weekly SALT sessions for pupils who have EHCPs, SALT supporting SENCo in delivery of speech and language sessions for other pupils with language needs. Release time for HLTAs to monitor the provision of SALT £5,400	NICE (NHS) have a wealth of research papers attesting to the efficacy of speech and language interventions https://www.evidence.nhs.uk/search?ps=40&q=speech+language+interventions+with+children	1, 2, 4, 5, 6

<p>New for 2025-26 - External support for SENDCO and SEND provisions</p> <ul style="list-style-type: none"> • Commission review of SEND blossom provision and support to look at SEND in general • Release time and CPD for staff planning and delivering in blossom • Recruitment of staff to deliver blossom provision • Factor cover for SENDCO to visit provision and time <p>£7,000</p>	<p>To support the evaluation of teaching and learning, to ensure that all teaching is good or better, for children to make expected or more than expected progress. Particularly focused on SEND</p>	<p>1, 2, 3, 4, 5,</p>
<p>Staff CPD Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time (particularly the maths lead) to embed key elements of new guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training) including:</p> <ul style="list-style-type: none"> • Sending specific teachers, particularly those new to teaching and new to school to maths hub . • Training Year 1 staff to deliver the number sense maths programme • Working on the curriculum/ strategy for embedding fluency across the school <p>£6,000</p>	<p>High quality CPD is key to ensure quality first teaching, following EEF principles. CPD calendar is planned to address key areas for development from evidence gathered from learning walks and termly data: some bespoke to phases and year groups, some to phases.</p> <p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3</p>	
<p>Recruitment and retention - part fund time out of class for new phonics lead to monitor, model effective teaching and</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</p>	<p>2, 3, 4, 5,</p>

<p>develop staff to deliver an effective phonics programme</p> <p>Release staff to attend phonics training and support from the English hub and phonics lead</p> <p>£12,000</p>	<p>delivered as regular sessions over a period up to 12 weeks: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>Catch up delivered by support staff (TAs) should be targeted and not left to the TA to plan. TAs should be trained to deliver specific programmes as per the EEF guidance on using teaching assistants https://d2tic4wv01iusb.cloudfront.net/eeef-guidance-reports/teaching-assistants/TA_Recommendations_Summary.pdf</p>	
<p>Further development of for reading for pleasure strategy</p> <ul style="list-style-type: none"> • Cover Reading lead to attend RfP training • UKLA membership • Investment in reading shed and new books such as purchasing home readers for EY and KS1. <p>£2,000</p>		2, 4, 5
<p>Improve the quality and understanding of social, emotional and mental health needs. SEMH approaches will be embedded into routine educational practices and supported by professional development and training for staff throughout the year. Specifically direct CPD time and Access external support to Embed Zones of regulation. Part fund Team around the class - two in school sessions for all staff where staff work with external professionals to understand the diverse needs of all children £3,000</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): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	
<p>Resources for teaching high quality lessons</p>	<p>Education Library service</p> <p>The ELS provides each class teacher with topic boxes every half term, to enhance the learning experience for our children. The boxes have a range of topic books and artefacts that engage children's interest in the topic.</p>	1, 2, 4 & 6

£4,000 New in 2025-26		
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Targeted academic support (for example, tutoring, one-to-one support structured interventions) £48,900

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continue - small group reading. Many pupils entering KS2 are not fluent readers. Direct some funding to small group phonics teaching in the morning (led by trained TAs) to address pupils lack of fluency. Support pupils to access main class reading teaching.</p> <p>Reduced funding for this in 2025-26 due to limited impact of some groups</p> <p>£20,000</p>	<p>Small group tuition has proven to be an effective way of closing the gap in pupils' knowledge.</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>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	2, 4, 6
<p>Daily intervention to support 'catch up' in phonics in EYFS and KS1 to ensure all pupils reach the required standards.</p> <p>The development of a more bespoke intervention scheme in KS2 for comprehension once pupils are off the Little Wandle programme to ensure they are robust and systematic. Pupils should not be in catch up all year.</p> <p>Develop and implement a consistent and clear maths intervention programme. Looking into purchasing a well-planned intervention programme or using resources from power maths.</p> <p>£10,000</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds.</p> <p>Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>Catch up delivered by support staff (TAs) should be targeted and not left to the TA to plan. TAs should be trained to deliver specific programmes as per the EEF guidance on using teaching assistants https://d2fic4wvo1iusb.cloudfront.net/eeef-guidance-reports/teaching-assistants/TA_Recommendations_Summary.pdf</p>	1,2,3,5

<p>Wellcomm early language intervention – structured 1:1 programme for EYFS and KS1</p> <p>Part fund an adult to deliver the Wellcomm-Early language intervention. The Reception programme involves scripted individual and small-group language activities delivered by teaching assistants (TAs), or early years educators, to children identified as being in need of targeted language support</p> <p>£12,400</p>	<p>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. The targeted use of approaches may support some disadvantaged pupils to catch up with peers, particularly when this is provided one-to-one.</p> <p>High impact for low cost as per the EEF https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	<p>2 , 4, 5, 6</p>
<p>Year 6 booster programme. Supplement twice weekly after school booster and Weekend booster sessions for Year 6 pupils from Spring term, taught by teachers and SLT</p> <p>Purchase CGP revision textbooks for Year 6 pupils to use as part of the revision strategy</p> <p>£3,500</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)</p> <p>And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>1,2,3,4,5</p>
<p>Power maths, number sense and times tables rockstars</p> <p>Part fund the resourcing of the maths mastery curriculum and fluency programme, supplement maths resources such as resources to fund consistent use of CPA approach</p> <p>£3000 - new addition specifically linked to maths mastery</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3</p>	

Wider strategies (for example, related to attendance, behaviour, wellbeing) £64,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Part fund a new attendance lead whose role is more clearly linked work as CFSW and relationships with PA families.</p> <p>£25,000</p>	<p>There is a wide range of research supporting effective use of the attendance lead and robust strategies to support schools to implement a robust attendance strategy.</p> <p>https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities#attendance-officers</p>	1,2, 3, 4, 5, 6
<p>CAMHS clinician / Educational psychotherapist and EP support– Part fund additional days of CAHMS/ EP support and educational psychotherapist to assess children and to support the school with strategies for managing challenging behaviour/ SEMH or children with additional learning needs.</p> <p>£20,000</p>		3, 4, 6
<p>Increase the provision and scope of clubs to include a range of clubs covering sports, languages, music, dance, reading and computing. Ensure at least 1/3 of club participants are PP children.</p> <p>Supplement school visits to ensure a broad and balanced enrichment offer</p> <p>£12,000</p>	<p>Research by UCL and the Nuffield foundation found that enrichment activities and after school clubs boosted the attainment of disadvantaged pupils. The report says: "Compared with disadvantaged children who did not attend after-school club at the age of 11, those who attended after-school club one or two days per week had made significantly more progress than predicted. The research also found poor children who attended after-school clubs developed better social, emotional and behavioural skills than those, also from similar social circumstances, who did not.</p> <p>https://www.notcen.ac.uk/media/1135440/CLS-WP-2016-Out-of-school-activities-during-primary-school-and-KS2-attainment.pdf</p>	3, 6
<p>Contingency fund for acute issues e.g uniform, resources for families in need.</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>	3, 6

£4,000		
<p>Work to improve the parental engagement of PP parents through some of the following strategies:</p> <ul style="list-style-type: none"> • Release time for the CFSW to work with our parent champion • Set up of a parent council • Curriculum and well-being Workshops to support parents in supporting their children • Parental well being sessions There is an established link between the home learning environment at all ages and children's performance at school. 	<p>Schools and parents have a shared priority to deliver the best outcomes for their children. https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/supporting-parents/EEF_Parental_Engagement_Summary_of_recommendations.pdf</p>	3, 4, 6
£3600		
Total £267,800		

Part B: Review of outcomes in the previous academic year (Review of 2024/25)

Year 6 SATS: Children achieving Working At and Greater Depth

	School	National	National PP	School PP	School Non-PP
Reading	81%	75%	59%	72% 18/25	94.1% 16/17
Writing	74%	72%	58%	64% 16/25	88.2% 15/17
Maths	79%	74%	62%	68% 17/25	94.1% 16/17
Combined	74%	62%	45%	64% 16/25	88.2% 15/17

School PP well above national PP
 School PP in line with National average
 School PP well above national PP
 School PP slightly below National average
 School PP well above national PP
 School PP slightly below National average
 School PP well above national PP
 School PP in line with National average

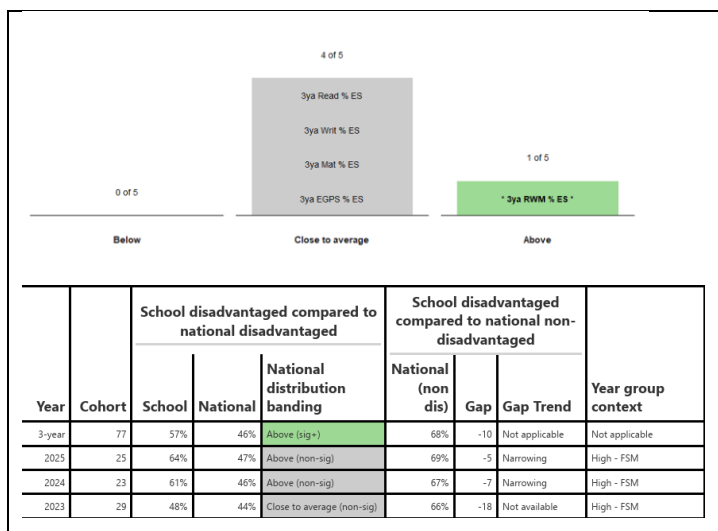
Children achieving Greater Depth

	School	National	National PP	School PP	School Non-PP
Reading	43%	28%	18%	36% 9/25	52.9% 9/17
Writing	17%	13%	6%	12% 3/25	23.5% 4/17
Maths	33%	24%	13%	28% 7/25	41% 7/17
Combined	10%	8%	3%	4% 1/25	17.6% 3/17

School PP well above national PP
 School PP above National average
 School PP above national PP
 School PP in line with National average
 School PP well above national PP
 School PP in line with National average
 School PP in line with National PP
 School PP slightly below National average

On the whole our PP pupils perform well above the national PP and in line with the national average as a whole. The challenge for the school is further closing the gap between our own PP and non-PP pupils as our non PP pupils far exceed the national average at both EXS and GDS

Three year trends



The IDSR chart shows the three-year trend for PP children, demonstrating that for the last 3 years PP children were in line with or above the national PP in KS2 SATs in all areas, showing that the needs are sustained.

Similarly, this chart demonstrates a sustained trend in that out disadvantaged pupils have significantly outperformed the national disadvantaged over three years in RWM and over the three year the gap is narrowing year on year between our PP children and the national average.

Progress Data

	Making Expected+ Progress		Making more than Expected Progress	
	PP	Non-PP	PP	Non-PP
Reading	92%	88.2%	64%	41%
Writing	96%	100%	68%	29%
Maths	100%	94%	64%	5.8%

Internal data demonstrating the progress made by PP children compared to non PP, demonstrating the impact of the PP strategy on this group from starting points.

Out of the 9 Pupil Premium children who did not meet combined, 5 had an EHCP and 4 were being monitored for a suspected SEN need. Of these 9 children, 3 were assessed on Pre-Key Stage levels in writing. 2 of these children also joined the school recently – one at the end of year 5 and one at the beginning of Y6. 25/42 children in our Year 6 cohort were Pupil Premium last year. 5 of these children had EHCPs and a further 8 of these were either on the SEN register or being monitored for SEN needs.

EYFS GLD:

	School	National	National PP	PP	Non-PP
Met	55.5% 15/27	68.6%	51.6%	62.5% 10/16	45.4% 5/11

In EYFS PP children have outperformed non-PP and are slightly below the national average.

Impact of improved teaching of mathematics and of class based AHT for maths

Maths WA+	All pupils	PP
Y1	75.6% 31/41	70.8% 17/24
Y2	56.1% 23/41	61.5% (16/26)
Y3	81% 34/32	78.6% 22/28
Y4	68.1% 30/44	75.8% 25/33
Y5	78.4% 40/51	71.9% 23/32
Y6	78.6% 33/42	65.4% 17/26

In 2024-25 the school has started its mastery journey in earnest with a full launch of the power maths scheme. In the past year, we have used PP funding to buy into the Number Sense Times Tables scheme to help close this gap. Children now have a daily fluency times tables fluency session with a focus on automatic recall, and we are also deploying TAs to run an intervention to go alongside this to address any gaps in learning. We also invest in mastering number and number sense to support times tables. Interventions in these areas are clear and measurable. There is evidence to suggest this is impacting on our pupil premium children as per the internal maths data which shows our PP children are broadly in line our outperforming all pupils internally. The exception to this is in Year 6:

MTC results 2024/25

	School	National	PP	Non-PP
20+	83.3%	70%	82.3% 28/34	87.5% 7/8
22+	71.4%	61%	67.6% 23/34	87.5% 7/8
25	40.5%	37%	40% 14/34	37.5% 3/8

For the last academic year, the performance of PP children achieving full marks was slightly **above the national** and **above our non PP children**. Both PP and non-PP children at Rotherfield outperform the National average at all scores above 20. The national average mark for disadvantaged pupils was 19, whilst the school's average mark for PP children was ??

Impact of class based AHT for English, Reading groups, reading interventions and phonics

A significant portion of funding has gone towards supporting the role of the phonics lead, reading activities, such as phonics training, small group teaching, intervention and support for CPD around reading. As seen above, the statutory data for reading for the last academic year is strong and PP children's outcomes are most successful in this area, suggesting this strand of the strategy should continue to be a focus. This is also backed up by the phonics data.

Phonics data for 2024/25:

	School	National	National PP	School PP	School Non-PP
Year 1 Passed	85%	80%	67%	85.7%	83.3%

In phonics, PP children in our school performed in line with children who are non PP and significantly better than PP children nationally and exceeded national average for all children.

In 2024/25, the school invested significantly in small group teaching in the morning for phonics and reading groups, but evaluation of this strand suggested that we will not continue in the same way for 2025/26. Too many groups were disrupted for cover and impact was not consistent.

Impact of Attendance lead

For the 2023/24 academic year, the impact of the CFSW/ attendance lead (first year in post that year) was significant. Pupil absence reduced as had persistent absenteeism, which has dropped from 32% to 24% in 2023/24. Whole school attendance has also increased. Absence for PP and FSM children is 91.5% which is slightly below the main cohort. Despite the initial success, this is an ongoing area of focus as the school remains below national averages for both attendance and PA for 2024/25. This is a longer terms strategy. What can be said is that there is a sustained focus on supporting families through a support first approach and referrals to wider networks are increasing year on year.

The absence of PP children is around the average / in line with national trends for PP absence but is still a huge area of focus and improvement.

Year	Cohort	School	National	National distribution banding	Trend
2024/25 (2 term)	177	29.4%	24.5%	Close to average (non-sig)	No sig change
2023/24 (3 term)	174	31.6%	27.1%	Close to average (non-sig)	No sig change
2022/23 (3 term)	186	37.6%	29.3%	Above (sig+)	Sig increase

Clubs and enrichment

We have retained the commitment to fund PP spaces at after school clubs. PP children pay £1 per session compared to £5 for a fully funded space. We also fund 3 free paces at our breakfast club for PP children.

Pupil Premium Places	Total Unique Students
10	14
10	12
8	16
7	9
3	4
4	6

We have been fortunate to be able to increase our Educational Psychologist time for the last year and continuing into this year and invest in an educational psychotherapist. This has had a positive impact for some of our highest needs PP children in several ways. The school has a high level of SEND undiagnosed needs. The Child and Adolescent Mental Health service (CAMHS) wait list has now increased to 3 years for an appointments/diagnosis. This has meant that the school have a significant backlog of pupils who require assessment and identification of need. Due to the increased capacity of visits, we have been able to have some of our highest needs pupils assessed and supported. This takes the form of an observation of the pupil in their setting, an assessment of learning needs etc. when appropriate, and a conversation between parents and school staff about the pupil which is then collated to form a final report. This report means that the school are able to submit an EHCP assessment request for these children. This pattern will continue with the remaining visits for this year. Secondly, an assessment by the Educational Psychologist means that the school have a deeper understanding of the child's profile of need. The reports and strategies and recommendations are shared with the appropriate staff who can use the strategies and advice to develop the provision for the children in the setting.

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
IDL	Ascentis
Welcomm (Early language intervention)	GL assessments
X Tables Rockstars	Maths Circle
Number sense timetables	Number sense

Power Maths	Pearson
Little Wandle Phonics	Pearson
Education library service- LBI	London Borough of Islington

Service pupil premium funding (optional)

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

