## 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 and the effect that last year's spending of pupil premium had within our school.

## School overview

| Detail | Data |
|---|---|
| School name | Roe Green Infant School |
| Number of pupils in school | 339(without nursery) & with 375 nursery |
| Proportion (%) of pupil premium eligible pupils | 8.0% |
| Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended)** | 2026-2029 |
| Date this statement was published | September 2026 |
| Date on which it will be reviewed | September 2027 |
| Statement authorised by | Harry Nichols & Sreedevi Manoj |
| Pupil Premium lead | Harry Nichols & Sreedevi Manoj |
| Governor / Trustee lead | Karuna Khan |

## Funding overview

| Detail | Amount |
|---|---|
| Pupil premium funding allocation this academic year | £63550<br>(April 2026 – March 2027) |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| **Total budget for this academic year**<br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £63550 (April 2026 – March 2027) |

## Part A: Pupil premium strategy plan

### Statement of intent

At Roe Green Infant, we are committed to ensuring that every child, regardless of their background or starting point, is supported to thrive academically, socially, and emotionally. The Pupil Premium Grant is used strategically to diminish the difference in attainment and opportunities between disadvantaged pupils and their peers.

Our intention is that all pupils, including those from disadvantaged backgrounds, make good progress across the curriculum and achieve high outcomes. We aim to identify barriers to learning quickly and implement targeted, evidence-based interventions to remove them.

We recognise that disadvantage is not limited to financial hardship and therefore adopt a holistic, inclusive approach.

Our use of the Pupil Premium is guided by robust data analysis, research from the Education Endowment Foundation (EEF), and our deep understanding of our children's individual needs.

**Common barriers to learning for disadvantaged pupils may include:**

1. **Low levels of oral language and communication skills**
   - Limited vocabulary and poor language development on entry.
   - Difficulty expressing thoughts clearly or understanding instructions.
2. **Poor attendance and punctuality**
   - Higher likelihood of persistent absence.
   - Missed learning time leading to knowledge gaps.
3. **Social, emotional and mental health needs (SEMH)**
   - Low self-esteem, anxiety, emotional regulation difficulties.
   - Adverse childhood experiences (ACEs) or trauma.
4. **Limited parental engagement or support at home**
   - Inconsistent routines, lack of access to books or homework help.
   - Parents/carers may have had negative experiences with education.
5. **Lack of access to enrichment opportunities**

- Limited exposure to cultural capital (trips, clubs, music, sport).
- Fewer experiences to broaden understanding of the world.

6. **Financial hardship**
   - Inability to afford uniform, school trips, equipment or internet access.
   - Housing instability, overcrowding, or food insecurity.
7. **Low aspirations and expectations**
   - Limited role models or belief in the value of education.
   - Internalised low expectations from previous school experiences.
8. **Undiagnosed SEND or learning needs**
   - Difficulties go unidentified or unsupported for longer.
   - Challenges with memory, attention, or specific learning difficulties.
9. **Frequent transitions or instability in home life**
   - Family breakdown, changes in caregivers, or involvement with social care.
   - Lack of consistent support or structure.

**Our ultimate objectives are:**

- To narrow the attainment gap between disadvantaged pupils and their peers across the school, particularly in reading, writing, and mathematics.
- To ensure high-quality teaching benefits all pupils, with a sharp focus on meeting the individual needs of disadvantaged learners.
- To improve attendance and punctuality among disadvantaged pupils so that all children can access consistent and uninterrupted learning.
- To support pupils' social, emotional, and mental well-being, helping them to develop resilience, confidence, and positive attitudes to learning.
- To provide equitable access to enrichment opportunities, including trips, clubs, and wider experiences that build cultural capital.
- To strengthen parental engagement and partnerships with families, fostering a supportive home learning environment.
- To prepare disadvantaged pupils for successful transitions at key stages and beyond, ensuring they are equipped for the next phase of their education and future life opportunities.

**We aim to do this through:**

➢ frequent monitoring of qualitative and quantitative data to ensure accurate and timely identification of pupils in need of support

➢ ensuring that teaching and learning opportunities meet the needs of all the pupils and that where pupils have specific needs that these are addressed through high quality, evidence based interventions led by appropriately trained staff

➢ ensuring all vulnerable learners are ready to learn through access to a breakfast club, 4 o'clock club, booster clubs, equipment and uniform provision

➢ close monitoring of attendance at extracurricular provisions along with promotion and support to increase the attendance of vulnerable learners

➢ ensuring that vulnerable learners have access to high quality pastoral and mental health support

➢ when making provision for socially disadvantaged pupils, 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 Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged

➢ Pupil Premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of Pupil Premium interventions at one time

**Achieving these objectives:**

The range of provisions available at Roe Green Infant include but are not limited to:

➢ frequent monitoring and intervention of progress and needs from individual class teachers and SLT

➢ literacy, phonics and numeracy support which includes in class support and small group interventions and after school booster club

➢ Reading Intervention with SLT members and support staff at least once a week

➢ running a breakfast club to ensure vulnerable learners are prepared for the day and a after school club that runs up to 4.00

➢ tracking and monitoring attendance to provide intervention and support where a need is identified

➢ frequent contact and support with parents regarding uniform, equipment, extra-curricular activities, trips and resources

➢ providing laptops to support with access to homework

➢ providing priority access to counselling and mental health support

➢ PSHE lead to support the health and wellbeing of vulnerable children

➢ Providing Household Support Fund by providing supermarket vouchers for families during school holidays

This list is not exhaustive and will change in according to the needs of our socially disadvantaged pupils and what they require.

## Challenges

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

| Challenge number | Detail of challenge |
|---|---|
| 1 | To narrow the gap for those pupils not on track to achieve the expected standard at the end of KS1 |
| 2 | Support KS1 children in closing any gaps in phonics. |
| 3 | In KS1 continue with phonics interventions. Liaise with YGLs to ensure that further support is given by class teachers and support staff for identified children.<br>Carry out half termly phonic checks to monitor progress. |
| 4 | To ensure early identification of additional needs and to promote early and effective intervention programmes. |
| 5 | Children who need rich and diverse experiences- Cultural Capital |
| 6 | To ensure that there is extra support to facilitate emotional and social development in addition to academic support. |
| 7 | Improve attendance of disadvantaged pupils to national average for all pupils. |
| 8 | Support the emotional well-being and mental health of pupils. |
| 9 | Use the September baseline assessments and ongoing assessments for new arrivals, to ascertain where the children are in relation to reading, writing and maths. |

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| 10 | SLT with responsibility for the curriculum to work with the year group leaders to introduce and embed teacher interventions focusing on individual gaps in learning |
| 11 | Limited parental engagement in school and learning resulting in reduced homework completion and active learn access, and a lack of readiness for school |
| 12 | The involvement of FSM children in extracurricular activities and school trips |

## 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 |
|---|---|
| **Progress in Maths**<br>Pupil Premium learners achieving at least in line with, or above national progress measures in maths at KS1 and EYFS | Disadvantaged achieve at least in line with national. Rigorous testing process in place to identify any needs for intervention. Evident increase in knowledge of key skills in numeracy shown through low stakes in class assessments and formal regular assessments. Pupil voice shows increased confidence and enjoyment in mathematics. |
| **Progress in Reading/Writing**<br>Pupil Premium learners achieving at least in line with, or above national progress measures in GR & writing at EYFS/KS1 | Disadvantaged achieve at least in line with national. Rigorous testing process in place to identify any needs for intervention. Pupil voice shows increased confidence and enjoyment in reading & writing. |
| **Progress in Phonics**<br>Supporting children in KS1 in closing gaps in phonics. Set up interventions in both Yr.1/2 for identified pupils following baseline Assessment in Mid – September | Phonic check results to improve as progress and learning develops during 2026/27 KS1 (year 2) |

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| **Well-being**<br>Support the emotional wellbeing and mental health of pupils. | All staff to be confident in teaching PSHE and using the Jigsaw scheme confidently. Weekly lessons of PSHE to take place. Weekly assemblies by HT that focus on the school's values, using specifically identified story books at age appropriate levels to support the teaching of specific values. Staff are confident in identifying children's mental health needs and pass on concerns to identified leads so that early support can be put in place. Children to feel confident to express their emotions and begin to develop an understanding of different strategies used to develop self-resilience. |
| **Individual Needs**<br>Individual needs of pupil premium pupils will be addressed to reduce the gap in attainment and progress between this group and all pupils. | Higher profile given to individual pupils' needs at learning enquiries, PP meetings, year group meetings and SLT meeting. |
| **Attendance**<br>Increased attendance and punctuality rates for pupils eligible for PP.<br>PP attendance meets the school's attendance target of 96%. | Closely monitored attendance of children ensures they are in school to learn or accessing learning remotely and that absence has not hindered catch up strategies.<br>The number of persistent absentees is reduced amongst PP pupils. Overall PP attendance will increase to an average of 96% or greater in line with 'other' pupils.<br>Inclusion Lead meet regularly with the Attendance Officer and have a clear plan in place for pupils with low attendance. Staff are aware of difficulties that may impact PP learners and have plans in place to support these. |
| **Raise Awareness**<br>Increased awareness and knowledge of all staff of the individual needs of pupils with Pupil Premium. | Higher profile given during Pupil Progress meetings. All staff have a variety of strategies to support them to overcome barriers to learning. |

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| **Parental Engagement**<br>Increased engagement of parents in children's learning.<br>Parents/carers of PP pupils are engaged in school, aware of their child's learning and understand how to support their child. | Close monitoring of attendance at parent consultation evenings and other key events.<br>Parent /carers survey/questionnaire, show engagement and satisfaction with school and school life.<br>Continue with coffee mornings for parents.<br>Parent – child intervention to close gaps in learning. |
| **Extracurricular**<br>Pupil Premium learners are fully engaged and participating in the school's rich extracurricular offer. | Prioritised places are available on trips/clubs for PP learners to ensure fair access. Also 30% off is offered for clubs, trips and workshops, as well as £30 off school uniform in a year. Monitoring of extracurricular activity attendance to show that at least 20% of attendees are PP. |

## 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 and Learning (for example, CPD, recruitment and retention)

Budgeted cost: **£ 22,242.50 (35%)**

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| Higher profile given during Pupil Progress meetings. All staff have strategies to support them to overcome barriers to learning. CPD for all teachers to raise | Pupils eligible for Pupil Premium have lower attainment and progress than those not eligible on average. | 1,2,4,8,9 |

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|---|---|---|
| awareness and refer to needs, support for PPG pupils half termly. Learning Intentions focus to prioritise pupils eligible for PPG. | "Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils." EEF guide to the Pupil Premium.<br>High quality staff CPD is essential to follow EEF principles. This is followed up during Staff meetings and INSET.<br>Phonics, Reading and Writing<br>Maths | |
| **Data Input**<br>Staff to continue to input data using the Insight tracker/tapestry. | Monitoring systems and data outcomes show progress from individualised targets. Regular book scrutiny will focus on the outcomes of PP pupils in comparison with non-PP pupils and identifying next steps. Monitoring of teaching through work scrutiny, deep dives, learning conversations with children and lesson observation with a focus on attainment and progress. | 1,2,3,4,8,9 |
| **Pupil Premium Leadership and Management**<br>The teacher in charge of SEND and PP Lead, helps to identify any staff who would benefit from further CPD to support the learning of vulnerable pupils | Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils." EEF guide to the Pupil Premium. Staff who feel skilled and confident leading an intervention will see better progress from the children. We hope to see TAs becoming more confident with monitoring and evaluating the interventions which take place and enabling them to evaluate which strategies lead to good progress and how this is measured | 1,2,3,4,8,9 |

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

Budgeted cost: **£ 22,242.50 (35%)**

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| **Intervention Groups**<br>HLTAs and senior TAs to take daily intervention groups for identified pupils. Use of the library and art room for Year 1 and Year 2. | Ongoing school based attainment and progress trackers every half term across 2026/27<br>Small group tuition teaching strategy from the EEF teacher toolkit. "The average impact of the small group tuition is four additional months' progress, on average, over the course of a year | 1,2,3,4,8,9 |
| **Support**<br>One TA to support Year 2 PP pupils in class for 1 morning and 1 afternoon. | Pupils eligible for Pupil Premium have lower attainment and progress than those not eligible on average. | 1,2,3,4,8,9 |
| **1:1 pupil progress meetings**<br>Targeted Year 1 & Year 2 pupils for Guided Reading with SLT. | The intervention program to support the lowest 20% in reading. Time for ongoing professional dialogues regarding further support for these children will help to keep this a priority. There is a collected responsibility for PP children's progress in order to make accelerated progress. Staff will know who they are, their barriers to learning and any strategies needed to meet their educational and emotional needs. | 1,2,3,4,8,9 |

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

Budgeted cost: **£19,065 (30%)**

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| **Mental Health**<br>Set up opportunities as they arise over the school year to think about mental health. For example, Children's mental health day, National mental health Week. PSHE lead to put together ideas and pack of work for year groups to put into their weekly plans. | A Conceptual Framework for Developing and Implementing Effective Policy in Children's Mental Health Robert M. Friedman.<br>Every Child Matters PSHE lead is highly proactive in reading information regarding mental wellbeing and is experienced in delivering training over the last few years. Continued training in Mindfulness. Promoting staff's mental health. Raising the profile of PSHE (of which mental health is a part of) shown to improve pupils' positive engagement with each other, improve their sense of self-worth. | 5,7 |
| **Attendance officer/Inclusion Lead**<br>Attendance officer to work closely with the Inclusion Lead and together monitor attendance and engagement of all pupils and identify patterns which cause concern. These families will be closely monitored and action taken when needed | In order for the children to have the best possible opportunity to close the gap with regard to the curriculum, it is essential that attendance continues to be monitored rigorously.<br>"Interventions may well be one part of an effective Pupil Premium Strategy, they are likely to be most effective when deployed alongside efforts to attend to wider barriers to learning, such as attendance and behaviour." Behaviour interventions strategy from the EEF teacher toolkit. | 5,6, 7 |

| | | |
|---|---|---|
| working alongside other agencies. | | |
| **Attendance**<br>Weekly monitoring of attendance of pupils eligible for Pupil Premium. Daily attendance emails to senior staff to highlight pupils that are absent if they are eligible for Pupil Premium. Attendance officer to monitor and contact parents if attendance falls below 90% and hold attendance mtgs with parents.<br>Attendance policy includes fines for families with poor attendance. Enriched curriculum and hook events to encourage children to attend e.g theme days, drama workshops. | To maintain attendance of pupils eligible for Pupil Premium in par with the attendance of pupils not eligible. | 5,6,7 |
| **Parental engagement**<br>Admin to report attendance at open evenings. Class teachers to arrange follow up appointments and SLT to monitor parental engagement of pupils eligible for Pupil Premium with low attainment or progress rates | Link to attendance of pupils eligible for Pupil Premium. Lower attainment and low progress requires additional parental engagement more regularly than that of other pupils. | 10 |

| | | |
|---|---|---|
| **Other Extra-curricular clubs and trip support.** | "Findings from previous research suggest extracurricular activities are important in developing soft (especially social) skills as well as being associated with a range of other positive outcomes (e.g. achievement, attendance at school). We found from our analysis that extracurricular activities - specifically playing a wide range of sports – are important in predicting intentions to remain in education after compulsory schooling." Social Mobility Commission research. | 3,11 |
| **Theatre group workshops** | EEF - Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.<br>SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community. | 3,11 |
| **Equipment and uniform** | Removing potential barriers to participation increases attendance. | 5,6,7 |
| **PP Recovery Premium**<br>Small intervention groups for phonics, English & Maths | Ongoing school based attainment and progress trackers every half term across 2026/27<br>Small group tuition teaching strategy from the EEF teacher toolkit. "The average impact of the small group tuition is four additional months' progress, on average, over the course of a year | 1,2,3,4,8,9 |

**Total budgeted cost: £63,550**

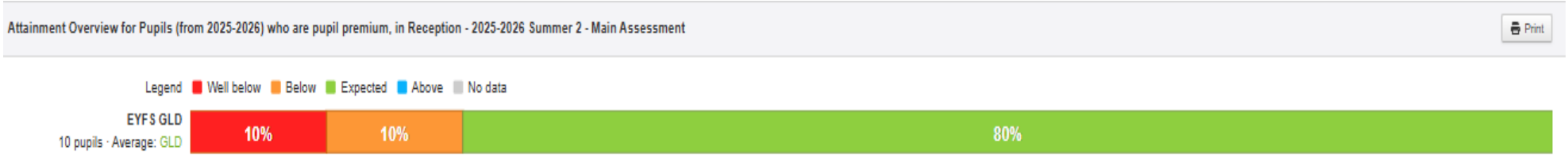
# Part B: Review of outcomes in the previous academic year

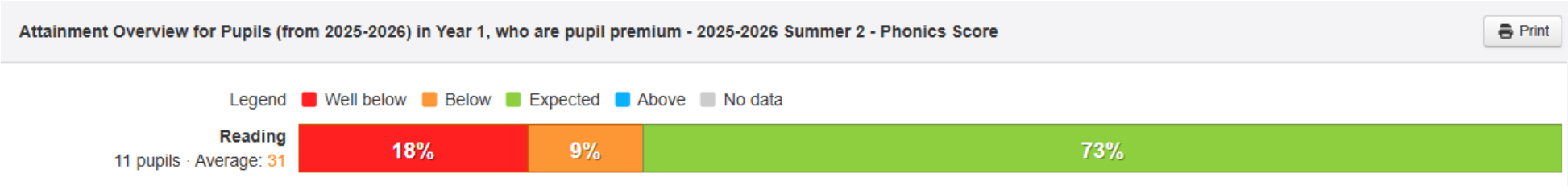
## Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2025 to 2026 academic year.

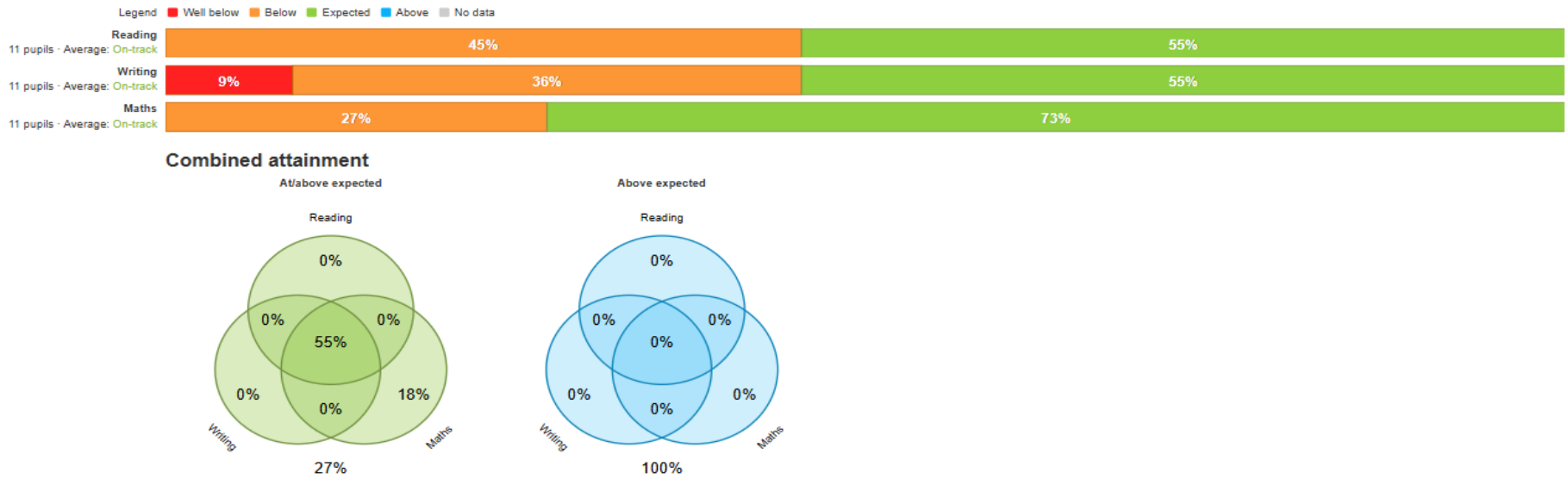
| Desired Outcomes | Impact |
|---|---|
| Improve pupil's confidence, social skills and emotional well- being. | Pupils were included in all aspects of school life.<br><br>• Pupils were able to confidently communicate with others during classroom learning and learning conversations.<br><br>• Pupils used strategies taught during interventions sessions to support their well-being |
| All pupil premium pupils make at least expected progress from their starting points. | • 80% of children on PP met the EYFS Good Level of Development.<br>• 73% of Year 1 children on PP met the National Phonics Screening check.<br>• 60% of Year 2 children on PP met the National Phonics Screening check<br>• 61% of Year 2 children on PP were on expected in Reading and 15% of them on greater depth.<br>• 50% of Year 2 children on PP were on expected in Writing and 8% of them on greater depth.<br>• 69% of Year 2 children on PP were on expected in Mathematics and 19% of them on greater depth. |

| | |
|---|---|
| Attendance of pupil premium children is at least in line with national expectation. | PP pupils' attendance was 93.4% vs 94.9% attendance of non-PP pupils. Compared to national-94.7% & Local Authority- 94.8% |
| Support families through processes including Early Help to continue to develop and maintain positive relationships. | • Families had access to specific resources to support their child's development.<br>• All children were appropriately supported.<br>• More families identified as meeting requirements for PP funding. |

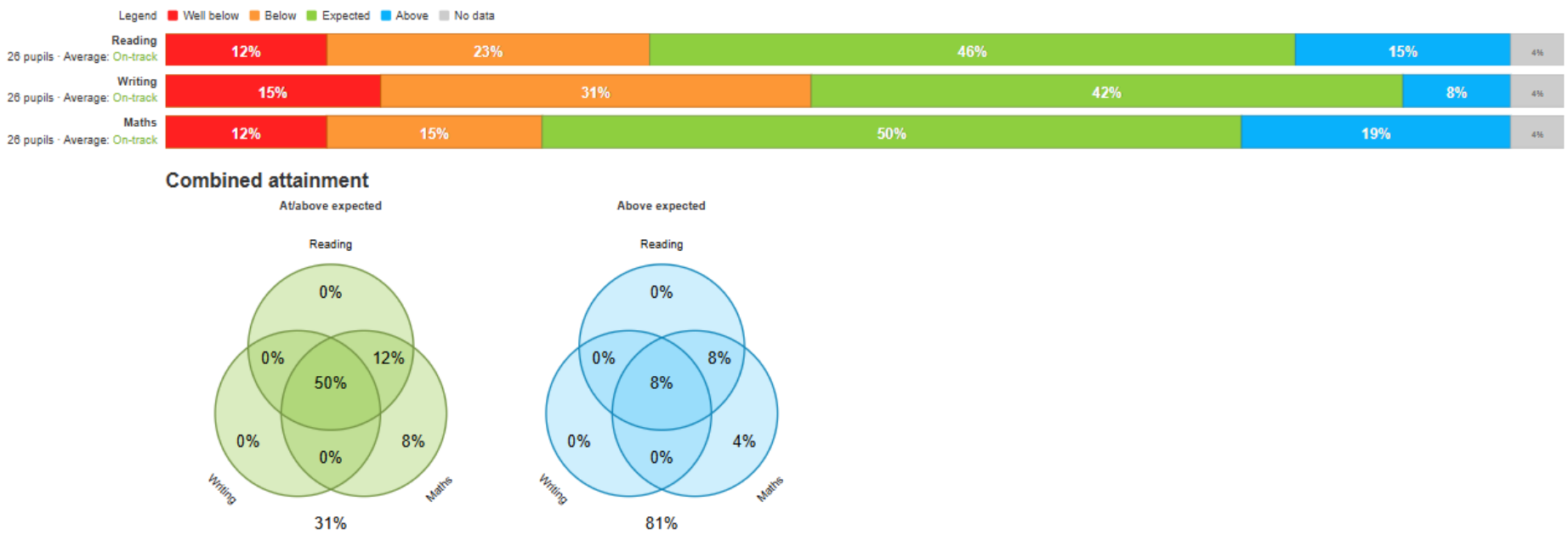


**Attainment Overview for Pupils in Year 1, who are pupil premium - 2025-2026 Summer 2 - Main Assessment** Attainment Overview for Year 1



## Attainment Overview for Pupils in Year 2, who are pupil premium - 2024-2025 Summer 2 - Main Assessment



## 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 |
|---|---|
| NA | NONE |
| | |

## 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? | NA |
| What was the impact of that spending on service pupil premium eligible pupils? | NA |