

Pupil premium strategy statement – The Royal School – Primary

This statement details our school’s use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	630
Proportion (%) of pupil premium eligible pupils	29.2%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2024-27 Current year 2024-25
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Kathy Jefferson
Pupil premium lead	Hayley Green
Governor / Trustee lead	Rachel Morgan-Guthrie

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£287,580
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	N/A
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£287,580

Part A: Pupil premium strategy plan

Statement of intent

The Royal's intention is that all pupils, irrespective of their background or the challenges they face, achieve good progress and 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. High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. We wish to ensure a level playing field for all students including redressing the gaps created by a lack of cultural capital experienced by those from low-income families. Our curriculum philosophy is based around the pedagogy of ceiling less learning allowing all students to access the curriculum whatever their starting points.

We strongly believe in developing the necessary skills and aspirations in all our learners that will enable to succeed in their chosen career path. This is not limited to academic achievement but rather nurturing the 'whole child' within our broad and enriching curriculum. This includes access for all students to our extensive after-school programme.

We are committed to closing the achievement gap by developing students' oracy and writing skills, providing comprehensive SEMH support, increasing Pupil Premium students' attainment particularly those achieving greater depth, and strengthening partnerships with families to create a supportive learning environment.

Challenges

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

Challenge number	Detail of challenge
1	Oracy: Pupils (particularly our youngest learners born during lockdown) may have had limited exposure to rich language environments resulting in a narrower vocabulary, making it difficult for them to fully engage with the curriculum, express their ideas effectively, and comprehend complex texts. This gap not only impacts their literacy development but also affects their confidence and participation in classroom discussions.
2	Writing: Our pupil premium pupils struggle to recall and apply essential writing skills, with the cognitive load of focusing on SPaG and handwriting impeding their ability to fully engage with the content of their writing. Additionally, limited exposure to enrichment opportunities and authentic writing purposes further hinders their ability to develop and express their ideas effectively.
3	SEMH: Currently, 42% of our SEND pupils also fall under the Pupil Premium category, with SEMH being our fastest-growing area of need. The primary challenge for our PP pupils with SEMH needs is navigating the compounded effects of emotional difficulties and socioeconomic disadvantage, which significantly impact their learning and well-being. Our PP learners with SEMH needs frequently face challenges such as self-regulation, anxiety, low self-

	esteem, and difficulties with social interactions, all of which can lead to disengagement from the learning process and hinder their academic progress.
4	Greater Depth: Our most vulnerable learners face significant barriers to achieving greater depth in their learning due to a combination of factors, including limited access to enrichment opportunities, reduced exposure to a broad vocabulary, and gaps in foundational knowledge. These challenges can undermine their ability to engage in higher-order thinking and critical analysis, which are essential for reaching advanced levels of academic achievement.
5	Developing Parental Partnerships: Socio-economic pressures have proven to impact the effective collaboration between school and home for our most vulnerable families. Many parents of our PP pupils face barriers such as time constraints, language differences, or a lack of confidence in supporting their child's learning, which can lead to lower levels of involvement in school activities and educational support at home.

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
Pupil's oral language skills are enhanced, and any existing vocabulary gaps are addressed effectively.	Success will be demonstrated through increased engagement and interaction, effective use of language strategies, positive feedback from stakeholders, achievement in language assessments, and a reduction in vocabulary gaps.
Pupils' academic outcomes in writing improve as they actively engage in writing for pleasure, fostering greater motivation, creativity, and skill development.	Success will be measured by increased writing frequency and volume, enhanced writing quality, greater motivation and enthusiasm, improved academic performance, positive feedback from teachers and peers, and demonstrated skill development.
Accelerated progress enables a greater proportion of PP children to achieve GD.	A greater proportion of PP children achieve GD in KS2 writing assessments than in summer 2023. There is a rise in the percentage of PP children achieving GD across core subjects throughout all phases.
Social and Emotional Support for PP students.	PP children have access to additional support and nurture groups including school counsellor when available. The OPAL programme is beginning to have an impact upon the well-being of our most vulnerable learners. Pupil voice, parent and teacher feedback and observations.
Embed and develop middle leadership for effective monitoring and inclusion.	Data reports from Governors and Senior leaders show that middle leaders are

	effectively monitoring PP progress and intervening when necessary.
A supportive and collaborative environment is sustained that actively involves parents in their child's education.	Leading to improved academic performance, enhanced well-being, and a more consistent reinforcement of learning objectives both at school and at home.

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: £64,930.48

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implementing metacognition strategies, such as 'think and link,' to enhance support for higher-attaining pupils with a specific focus on maths.	Evidence supporting raising aspirations as a means of improving academic attainment is not currently strong or prolific enough to use by itself. "Ensuring that students have the knowledge and skills to progress towards their aspirations is likely to be more effective than intervening to change the aspirations themselves" (EEF). Using approaches like developing Metacognition (+7 months) and increasing the knowledge of options available are more likely to be effective. EEF "much underachievement results not from low aspiration but from a gap between aspirations and the knowledge, skills, and characteristics required to achieve them."	4
Enable pupils to develop a rich network of mathematical knowledge that particularly supports their understanding of multiplication.	The EEF states that by highlighting the connections among mathematical facts, procedures, and concepts, students can build a deep, interconnected understanding of mathematical knowledge. Improving behaviour in schools	4
Staff to be recruited and trained to manage, monitor and lead the OPAL initiative in school to develop play and socialisation in pupils across the school.	The EEF report summarises that "Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.". It also states that: "Interventions which focus on improving social interaction tend to be more successful (+6 months) than those focusing on personal and academic outcomes (+4 months)" click here to read more . Evidence provided by OPAL show that - for hundreds of OPAL schools behaviour incidents related to playtimes decreased by around 80% It is noted that 20% of each day is dedicated to playtimes, which equates to a day a week and 1.4 years per 7 years, just the same as literacy and maths	3 4
Effective use of working walls and the learning	Embedding the use of structures such as working walls that will provide modelling and scaffolding for students to support them in working independently, as well as addressing misconceptions.	1 2 4

environment to support learners, including Communication in Print and Mighty Writer.	<p>Paul Miller: Understanding the impact of classroom environment on access to learning.</p> <p>J Bulcholz: Creating a Warm and Inclusive Classroom Environment: Planning for All Children to Feel Welcome</p>	
Use of FFT to target non-negotiables and effectively analyse GD data.	<p>Accurate tracking of gaps in progress and attainment allows for rapid and targeted intervention across cohort and individual children.</p> <p>Targeting non-negotiables allows all students the best opportunity of making progress and reaching age related expectations, by removing key barriers to learning.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback</p> <p>CERI/OECD: Assessment for learning: An analysis of assessment strategies.</p> <p>Kluger and DeNisi : The effects of feedback interventions on performance.</p>	4 1 2
Professional development of staff in use of whole-school genre maps and curriculum ladders to embed a broad and rich curriculum, including use of Communication in print to increase access for all.	<p>Accurate plotting of curriculum and genre coverage to ensure a broad and balanced curriculum allows all students, including the most vulnerable, the opportunity to experience a rich variety of cultural and educational experiences. This is particularly key for those students who may not have the opportunity to experience this at home.</p> <p>Creating a broad and balanced curriculum: Venki Ramakrishnan</p> <p>https://epi.org.uk/publications-and-research/effects-high-quality-professional-development/</p>	1 2 4
Development of writing for purpose/pleasure strategies, including resources.	<p>Just like reading, the specific sources of enjoyment and satisfactions in and of writing must be many and varied, and will be different for individual writers in different contexts. If we examine what professional writers say on the subject (Cremin et al 2017), alongside Cremin's (2014) definition of reading for pleasure, it could be argued that there are two types of pleasure in writing. Namely, writing as pleasure (enjoyment) and writing for pleasure (satisfaction).</p> <p>2018 03 26 memb resource Writing for Pleasure Manifesto .pdf (literacytrust.org.uk)</p>	2
Development of scaffolding techniques and support for staff to apply them to teaching and learning.	<p>Effective scaffolding and challenge to enable all students to access the curriculum without limiting</p> <p>What they can achieve is particularly necessary for vulnerable and PP students, who may have structural or experiential barriers to learning. Once removed, their achievement and progress should match or outstrip their peers.</p> <p>Rosenthal and Jacobson: Urban Review</p> <p>Ian Warwick: Challenging More able children from disadvantaged backgrounds.</p> <p>Bob Cox: Radial Questioning.</p>	1 2 4
Embed use of FFT to track PP children and	<p>Awareness of who forms key pupil groups and their specific needs is vital to ensure appropriate support is developed as part of QFT.</p>	1 2 3

close gaps, through CPD, team teaching and effective PPR reviews.	https://schoolleaders.thekeysupport.com/curriculumandlearning/assessment-primary/tracking-progress-primary/pupil-premium-tracking-pupil-progress-primary/	4
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £64,273.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Focused use of writing interventions to broaden use of vocabulary using visual representations, including Mighty Writer.	<p>Recognising that PP and vulnerable groups often have a smaller vocabulary to draw on, particularly when using specialist terms, this intervention will scaffold vocabulary and structural development within writing in all subjects.</p> <p>Mayer et al: Cognitive Theory of Multimedia Learning (Journal of Educational Psychology).</p>	1 2
Interventions such as Sports4Kids for our younger pupils, the inclusion swim and Inpower for upper KS2 to support our PP pupils with SEMH needs.	<p>From the last academic year, our evidence shows that Sport4Kids sessions have positively impacted pupils' SEMH needs, enhancing their ability to engage in learning. For Year 6 pupils enrolled in the Inpower program, emotional well-being improvements coincided with a 27% increase in attainment across reading, writing, and mathematics, with the most significant gains in writing. Additionally, weekly inclusion swim participation grew from 8 to 40 pupils, reflecting increased engagement and support for diverse needs.</p> <p>Swimming Lessons for Diverse Populations: An Inclusive Approach to Teaching Adults, Children, and Individuals with Special Needs to Swim - One with the Water</p> <p>Providing all children with vital skills through inclusive school swimming and water safety - Youth Sport Trust</p> <p>More exercise could help poorer pupils, study says. - BBC News</p>	3
Invitational clubs exclusively accessed by our PP pupils.	<p>Our invitational clubs, designed exclusively for PP pupils, have shown significant benefits. These clubs aim to boost engagement, foster confidence, and provide targeted support, helping PP pupils strengthen social skills and academic foundations. Evidence indicates improved attendance, increased participation in classroom activities, and enhanced</p>	All

	<p>overall well-being among PP pupils involved in invitational clubs.</p> <p>https://www.nuffieldfoundation.org/wp-content/uploads/2019/11/resbr3-final.pdf</p>	
Implementation of a school radio station to enhance oracy and writing opportunities.	<p>It is broadly accepted that 'reading and writing float on a sea of talk' (Britton, 1970) and it is becoming evident that oracy improves attainment in other subjects too.</p> <p>https://researchschool.org.uk/staffordshire/news/implementing-oracy-exploring-the-why-2018-03-26-memb-resource-Writing_for_Pleasure_Manifesto_.pdf (literacytrust.org.uk)</p>	All

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

Budgeted cost: £158,381.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
The implementation of the OPAL scheme.	<p>The EEF report summarises that "Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year".</p> <p>It also states that: "Interventions which focus on improving social interaction tend to be more successful (+6 months) than those focusing on personal and academic outcomes (+4 months)" click here to read more.</p> <p>Evidence provided by OPAL show that - for hundreds of OPAL schools behaviour incidents related to playtimes decreased by around 80%.</p> <p>It is noted that 20% of each day is dedicated to playtimes, which equates to a day a week and 1.4 years per 7 years, just the same as English and Maths.</p>	3
Inclusion manager embedding strategies to support our vulnerable learners (e.g. the hub).	<p>A school-based resource hub for supporting pupils with additional needs fosters inclusion and accessibility by centralising tools, materials, and guidance for tailored learning support. Research from the EEF suggests that accessible resources, combined with targeted support, improve pupil engagement, boost confidence, and address specific needs more effectively, enhancing overall academic and social outcomes.</p> <p>Do resource bases enable social inclusion of students with Asperger syndrome in a mainstream secondary school? FLORIANE LANDOR and PRITHVI PEREPA</p> <p>The impact of adult support staff on pupils and mainstream schools Review conducted by the Educational Support and Inclusion Group</p> <p>Inclusive provision options for pupils on the autistic spectrumjrs3_1145 63..73 Norah Frederickson1 , Alice P. Jones2 and Jane Lang1</p>	All

Attendance officer developing strategies to combat attendance issues and improve punctuality.	<p>A key element in ensuring student success is regular attendance at school.</p> <p>As well as attendance, punctuality is a key issue often related to problems within the family and can result in many hours of school being missed. In particular, times when extra support is given.</p> <p>https://schoolleaders.thekeysupport.com/pupils-and-parents/absence-and-attendance/strategies-for-managing-attendance/research-into-how-attendance-can-impact-attainment/</p> <p>https://schoolleaders.thekeysupport.com/pupilsandparents/absene-and-attendance/strategies-for-managing-attendance/researchinto-how-attendance-can-impact-attainment/</p>	5
Work of inclusion manager in engaging families	<p>Lack of family engagement can be a characteristic of students who are failing to make expected or accelerated progress. The inclusion manager will engage with these families and develop strategies to support a closer working relationship with the school.</p> <p>https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3020099/#R21 Kellaghan, Sloane, Alvarez, & Bloom, 1993.</p>	5
Access to school counsellor	<p>There has been a marked increase in SEMH needs amongst students which in turn is impacting academic progress.</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/370686/HT_briefing_layoutvFINALvii.pdf</p>	3
Training and development of staff in supporting SEMH needs	<p>SEMH needs can manifest themselves in challenging behaviours in the classroom, which cannot be dealt with using 'conventional' reward and sanctions strategies. Our staff will be upskilled to support these students effectively.</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/370686/HT_briefing_layoutvFINALvii.pdf</p>	3
Lunch clubs to support SEMH needs	<p>Lunch clubs have shown strong benefits in supporting pupils with SEMH needs by offering a relaxed, supportive environment that encourages social interaction and relationship-building. Research from the Education Endowment Foundation (EEF) and other sources highlights that structured social times like lunch clubs help reduce anxiety, improve peer relationships, and foster a greater sense of belonging, which positively impacts students' engagement and emotional well-being.</p> <p>https://discovery.ucl.ac.uk/id/eprint/10049363/1/Supporting%20pupils%20in%20school%20with%20SEMH%20a%20scoping%20review%20(final%20sub).pdf</p> <p>Physical activity EEF</p>	3
Targeted support for PP students to access after school provision	<p>The ability to access a range of experiences outside the curriculum can provide a breadth of opportunity to students which can be denied children from lower income families. Supporting students to access a range of clubs and activities can build confidence as well as increase 'Cultural Capital'.</p> <p>Social Class Differences in Family-School Relationships: The Importance of Cultural Capital: Annette Lareau</p>	3 5

<p>Breakfast club to support pupils with SEMH needs</p>	<p>Help to aid transitions and concerns around pupils coming into school. Improves behaviour and mental health for those pupils through a structured and consistent start to the day.</p> <p>https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4457018/ https://core.ac.uk/download/pdf/82882226.pdf https://www.greggsfoundation.org.uk/sites/default/files/uploads/docs/Durham_Research_Greggs_Breakfast_Club_School_Level_Report.pdf</p>	<p>3 5</p>
<p>The Butterfly Project to support our most vulnerable families alongside the Journey of Change programme to increase our capacity/ability to reach/support more families.</p>	<p>School based early help project to work with families to build positive relationships in school and at home.</p> <p>Brendan Gerrard (2006) City of Glasgow nurture group pilot scheme evaluation, Emotional and Behavioural Difficulties, 10:4, 245-253, DOI:10.1177/1363275205058997</p> <p>Sime, D., & Sheridan, M. (2014). 'You want the best for your kids': improving educational outcomes for children living in poverty through parental engagement. Educational Research, 56(3), 327-342. DOI: 10.1080/00131881.2014.934556.</p>	<p>3 5</p>

Total budgeted cost: £287,584.98

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

When compared to national data for all pupils, the school demonstrates that its PP pupils significantly outperform national statistics. However, a gap remains between PP and non-PP pupils within the school in reading. Areas of weakness for PP pupils include writing at greater depth and reading. To address these, targeted interventions have been introduced, such as Mighty Writer, additional scaffolding, and daily reading for enjoyment, which has increased engagement with reading. These strategies, especially the focus on writing, will continue to be embedded in the next academic year to ensure that a greater percentage of PP pupils achieve greater depth by the end of the KS2 assessments.

Internal KS2 data:

	Royal All Pupils 2024	Royal PP Pupils 2024	National All Pupils 2024	National PP Pupils 2024
Reading	82%	70%	74%	62%
Writing	77%	97%	72%	58%
Maths	68%	90%	73%	59%

Phonics data: In 2024, 76% of all pupils at The Royal passed the phonics screening, compared to 80% nationally in 2024. Among PP pupils, 62% passed the screening, compared to 68% nationally in 2024. Notably, even those who did not meet the pass mark showed significant progress. Pupils with substantial speech and language needs, for instance, improved from a baseline score of 0 to 24 in the test. Additionally, 77% of pupils made at least 10 marks of progress from baseline to screening, with 41% achieving progress of 20+ marks. To further close the gap between PP and non-PP pupils, the school will continue embedding additional resources, including books and the FFT phonics package. Collaboration with the Local Authority for Early Reading support will also be a key focus in the next academic year to ensure ongoing improvement.

For last academic year, number of PP pupils accessing enrichment activities after school was 88% compared to Non-PP pupils which was 79%. Next year, to aim for all PP pupils to access at least one club.

Attendance: There was no significant difference in whole school attendance between disadvantaged and non-disadvantaged pupils in 2023-2024, with PP pupils achieving 95.8% and non-PP pupils closely aligned at 95.3%. To maintain high attendance levels in the upcoming academic year, we will continue to engage with families through the newly appointed Primary Attendance Officer, as well as initiatives like the Breakfast Club, Butterfly Project, and Journey of Change Project. These efforts will ensure consistent support for pupils and families, promoting strong attendance across the school.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Group Therapy	Huggle Pets https://www.hugglepets.co.uk/
Writing Scaffolding in KS1/EYFS	Mighty Writer https://www.mightywriter.co.uk/
EAL Language Acquisition	Flash Academy https://edu.flashacademy.com/index.php/
Sporting skills & healthy lifestyles	Sports4Kids Sport4Kids - Toddler & Kids Sports Activity Classes, Clubs and Camps UK
Personal Empowerment/Martial Arts	Inpower Warriors World - InPower Academy
Outdoor Play	OPAL The OPAL Primary Programme - Outdoor Play And Learning

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
n/a
The impact of that spending on service pupil premium eligible pupils
n/a

Further information (optional)

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