

Pupil premium strategy statement – Anthony Roper Primary School

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	271
Proportion (%) of pupil premium eligible pupils	11.8%
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)	2025/2026 to 2028/2029
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Adam Nicholls Headteacher
Pupil premium lead	Bouchera Khatib Inclusion and Welfare Leader/SENCO
Governor / Trustee lead	Joanne Lewington Chair of governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 50,710
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 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>	£ 50,710

Part A: Pupil premium strategy plan

Statement of intent

- At Anthony Roper Primary School, 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 recognise that disadvantaged children can face a wide range of barriers which may impact on their learning. Understanding our pupils, their families, and barriers to learning is at the heart of our strategy to support disadvantaged pupils. We target the use of Pupil Premium Grant funding to ensure that our disadvantaged pupils become active, happy and socially responsible citizens of the future.
- High-quality teaching is central to 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 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:
 - Ensure disadvantaged pupils are challenged in the work that they are set.
 - Act early to intervene at the point need is identified.
 - Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Our ultimate objectives are to:

- Remove barriers to learning created by poverty, family circumstances and background.
- Narrow the attainment gap between disadvantaged pupils and their non-disadvantaged counterparts through rigorous tracking, careful planning and targeted support and intervention.
- Provide an inspirational and inclusive teaching, and a suitable adapted learning environment to enable all pupils access to a wide range of opportunities.

➤ Develop pupils' knowledge and understanding of the world and enable them to achieve and enjoy academic success.

➤ Enable pupils to look after their social and emotional wellbeing and to develop resilience.

Our context:

Anthony Roper is a 1.5 form entry school with 271 pupils currently on roll. We have 32 pupils on our Pupil Premium register; 11.8% of the school population, which is below the national average.

Achieving our objectives:

In order to achieve our objectives and overcome identified barriers to learning we will:

- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching.
- Provide targeted interventions and support to quickly address identified gaps in learning including the use of small group work.
- Target funding to ensure that all pupils have access to trips, residential visits and first-hand learning experiences.
- Provide opportunities for all pupils to participate in enrichment activities including sport and music.
- Provide appropriate nurture support to enable pupils to access learning within and beyond the classroom.

This is not an exhaustive list, and strategies will change and develop based on the needs of individuals.

Challenges

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

Challenge number	Detail of challenge
1	Our assessment shows that the gap between disadvantaged pupils and their peers in writing is growing.

	Gaps in reading, writing, maths and phonics - Internal assessments indicate that phonics, reading, writing and maths attainment among disadvantaged pupils is often below that of non-disadvantaged pupils.
2	Speech, language and communication - Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps are more prevalent among our disadvantaged pupils than their peers.
3	Attendance and punctuality - Our attendance data indicates that attendance has been lower, and lateness higher, among disadvantaged pupils than for non-disadvantaged pupils.
4	Wider opportunities - Our observations and discussions with pupils and families have identified that there can be a lack of enrichment opportunities among disadvantaged pupils.
5	Parental engagement - Our observations have identified that parents of disadvantaged pupils can be harder to reach than the parents of their peers.
6	Social, emotional and mental health - Our observations and discussions with pupils and families have identified social and emotional issues can particularly affect disadvantaged pupils.

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 improve attainment in phonics and reading, writing and maths for disadvantaged pupils at the end of the relevant year or key stage.	Outcomes show that more than 85% of disadvantaged pupils achieve outcomes in-line with, or above the national average by the end of the relevant year or key stage.
To improve 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.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance demonstrated by: <ul style="list-style-type: none"> • The attendance of disadvantaged pupils is at least 92%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers has narrowed

	<p>slightly in comparison with last year's data.</p> <ul style="list-style-type: none"> • There are fewer instances of disadvantaged pupils being late.
To achieve and sustain improved engagement with parents of our disadvantaged pupils.	<p>Sustained high levels of engagement demonstrated by:</p> <ul style="list-style-type: none"> • Regular contact with the school office, class teachers or members of the leadership team as and when appropriate. • Attendance at parent consultation Meetings.
To increase and sustain improved pupil wellbeing so that children recognise their feelings and emotions and have effective tools or strategies to self-regulate in order to engage in learning and, to form and maintain positive relationships.	<p>Monitoring of pupil wellbeing indicates sustained improvement in pupil engagement, positive learning experiences and increased self-esteem, evidenced by:</p> <ul style="list-style-type: none"> • Qualitative data from student voice, school council, student surveys and teacher observations. • Increased participation by children in enrichment activities, particularly among disadvantaged pupils.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £19,790

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continuous use of a validated scheme across EYFS and KS1 to ensure the teaching of phonics is consistent.</p> <p>For this to be extended into KS2 to support children who did not meet the threshold for PSC in Year 1.</p>	<p>Overall, the evidence base related to phonics is very secure. There have been a number of studies, reviews and meta-analyses that have consistently found that the systematic teaching of phonics is beneficial.</p>	1

Small group phonics sessions for children not achieving the expected standard.		
Focus on writing. Learning walks to monitor adaptations made in writing for disadvantaged pupils. Scaffolding across the school to support disadvantaged pupils with their learning.	Metacognitive learning	1
To provide quality CPD and continuous support for all teaching staff throughout the year.	EEF Teaching and Learning Toolkit Evidence: The best available evidence indicates that good teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.	1
To carry out Language Link screening with all Early Years pupils to identify and support children with mild to moderate speech, language and communication needs (SLCN) and to identify any children who may have more severe language needs, so that they can be considered for further investigations and diagnostic assessment by the local Speech and Language Therapy team. To complete Speech Link with children considered to have developmental speech sound difficulties.	EEF Early Years Toolkit Evidence: Overall, studies of communication and language approaches consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make approximately six months additional progress over the course of a year.	2

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

Budgeted cost: £19,420

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupil premium lead to analyse assessment data and identify the children who require catch up and more targeted interventions. Regular pupil progress meetings in place. IEPs developed and embedded - where needed.	EEF Teaching and Learning Toolkit Evidence: Some pupils may require additional support alongside high-quality teaching in order to make good progress. The evidence indicates that curriculum adaptations and small group interventions can be a powerful tool for supporting these pupils when they are used carefully.	1
Effective training of Teaching Assistants to support key children and year groups by providing high quality targeted interventions	EEF Teaching and Learning Toolkit Evidence: Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress	1

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

Budgeted cost: £11,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Universal approaches e.g. PSHE teaching, circle time, well-being and Zones of Regulation. Specialised programmes targeted at students with particular social or emotional needs e.g. Fegans counselling, SEMH sessions for children identified as needing social and emotional support.	EEF Teaching and Learning Toolkit Evidence: The average impact of successful SEMH interventions is an additional four months' progress over the course of a year. Alongside academic outcomes, SEMH interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school.	6

<p>Introduction of the myHappyMind programme to create a culture of positive mental wellbeing and equip all children with the knowledge, skills and tools to thrive in the modern world.</p> <p>The use of a recently developed Nurture Hub to support pupils who struggle to self-regulate.</p> <p>School-level approaches to developing a positive school ethos, which also aim to support greater engagement in learning e.g. Anthony Roper School's vision, <i>Learning to Work Together, Working Together to Learn</i>, Values Days and the Enrichment Programme.</p>		
<p>Creating subsidised experiences to enhance academic learning, create aspirations and give children opportunities to excel in areas they might not otherwise have access to.</p> <p>Forest school and the Enrichment Programme</p> <p>Trips and residential subsidised to give disadvantaged pupils opportunities to excel, engage and aspire.</p>	<p>EEF Teaching and Learning Toolkit Evidence:</p> <p>Participation in the arts can have a positive impact on academic outcomes in other areas of the curriculum.</p> <p>Improved outcomes have been identified in English, mathematics and science.</p> <p>Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.</p> <p>A six-year research study into the impact of school residential has concluded that residential learning experiences 'provide opportunities, benefits and impacts that cannot be achieved in any other context or setting.'</p>	<p>4</p> <p>4</p>
<p>Improve home-school liaison and relationships by supporting potential attendance barriers such as uniform and food hardship.</p>	<p>EEF Teaching and Learning Toolkit Evidence:</p> <p>The average impact of Parental engagement approaches is about an additional four months' progress</p>	<p>5</p>

<p>Ensure parents of PP students feel safe and confident engaging with school. Home visits arranged if required to engage the hard to reach.</p> <p>The office manager to encourage parents to make appointments at all parent events.</p>	<p>over the course of a year. There are also higher impacts for pupils with low prior attainment.</p>	<p>5</p>
<p>Fund places at the Nurture Breakfast club, Breakfast/After School Club or school clubs for disadvantaged pupils.</p>	<p>Research evidence has shown that attendance at breakfast clubs can boost attainment, improve the classroom learning environment and reduce absences in disadvantaged schools</p>	<p>2 & 3</p>

Total budgeted cost: £50,710

Part B: Review of the previous academic year


Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments and this has indicated that outcomes for our disadvantaged pupils are still below those of their peers. Where children did not meet expected progress requirements, they have been targeted with support and may be placed on the SEND monitoring register or SEND register.

Progress Outcomes (2024–2025)

Subject	Measure	Previous %	2024–25 %	Change
Reading	Expected progress	32%	32%	No change
Writing	Expected progress	20%	28%	+8%
Maths	Expected progress	36%	48%	+12%

Data for Bar Chart

Reading – Expected Progress		32%
Writing – Expected Progress		28%
Maths – Expected Progress		48%

Evaluation:

The chart shows improved progress in reading, writing and maths for disadvantaged pupils in 2024–2025.

Writing was identified as a key area for improvement. As a result, targeted small-group writing interventions were introduced in Terms 5 and 6 to accelerate progress. For reading, interventions such as comprehension, regular reading with 1:1, phonics and Lexia are among the interventions put in place to support PP to make at least expected progress.

Attendance

Attendance of disadvantaged pupils is slightly lower than their peers, but this will continue to be an area of focus.

Attendance by Pupil Group (2024–2025)

PP eligible pupils		91.09%
Non-PP pupils		95.25%
All pupils		94.6%

We will take tried and tested measures to improve the attendance of PP eligible pupils to ensure it becomes in line with their peers. We continue to take steps to improve wellbeing for all pupils in our school, particularly our disadvantaged pupils, through targeted support and the introduction of a wide range of enrichment opportunities for pupils. Our disadvantaged pupils have had the opportunity to experience Forest School sessions, attend clubs and trips and residential. Engagement with parents of our disadvantaged pupils has continued to improve with regular contact taking place through email, Class Dojo and interaction at the gate. Several parents have now felt able to approach the school if they are having difficulties and we have been able to support them in a range of different ways e.g. providing uniform, transporting pupils to school, support with accessing online systems, providing breakfast at the nurture breakfast club etc.

Externally provided programmes

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

Programme	Provider
PE programme	Skills Academy
Lexia Core 5 Reading	Lexia UK
Read, Write Inc. Phonics and Spelling	Read, Write Inc.
Word Wasp for Dyslexia	Word Wasp
Hornet for Dyslexia	Hornet
Counselling – 18-week programme	Spurgeons
Times Table Rockstars	Maths Circle Ltd
myHappyMind	myHappyMind
White Rose Maths	White Rose Maths

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)