Pupil premium strategy statement

This statement details our school's planned use of pupil premium funding for the 2025/2026 to 2026/27 academic years 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	Roehampton Gate School
Number of pupils in school	44
Proportion (%) of pupil premium eligible pupils	%
Academic year/years that our current pupil premium strategy plan covers	2025 to 2026
Date this statement was published	September 2025
Date on which it will be reviewed	July 2027
Statement authorised by	Mal Fjord-Roberts
Pupil premium lead	Ziah Raphael
Governor / Trustee lead	Mal Fjord-Roberts

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£17,277.27
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£17,277.27

Part A: Pupil premium strategy plan

Statement of intent

Our purpose is to create a safe, calm and engaging environment and provide support, education, aspiration and accreditation to some of the most complex children. This includes heavily investing in support to improve social skills that will in enable empower and improve life chances for all of our pupils.

Many of our cohort are from complex backgrounds and have been misunderstood in previous educational establishments. In turn, this has often led to a lack of engagement with education, and a lack of development of emotional literacy and social skills. The holistic effect of the above can leave the most disenfranchised children with a sense of loneliness and isolation. Our PP strategy aims to bring these children back into education offering a diverse set of experiences to re-energise and engage children in education and society in turn creating a sense of belonging and achievement for them within the education and wider world.

Many of our cohort are not offered many community-based experiences if they are not offered at school, this can result in poor physical and mental health, as well as other localised issues, including possible exposure to a lack of social and community-based experiences that develop social skills and friendship groups. Through our strategy with PP we hope to address offer ways for children to re-engage in the school and community within which they live.

Our pupil premium strategy plan is multifaceted. For example, we continue to develop our work with outside agencies such as NHS practitioners, Educational Psychologists and CAMHS to address behavioural, physical and mental health needs, as well as community issues that are specific to our learners' contexts. However, with the support of PP we are also able to access specific mentoring projects that work with targeted groups to address specific concerns that may arise.

Some of our pupils come from a background of disadvantage, trauma, and substantial educational gaps (some after the Covid Context). We ensure that the children at our school are safe, have their physical and emotional barriers to learning explored with the hope of breaking these barriers down to allow them to learn effectively, make progress and achieve. We offer free breakfast, lunch and breaktime snacks and fruit to all our pupils to ensure that basic and formative needs are always met throughout our school day.

Enrichment activities have the potential to raise aspiration and in turn raise intrinsic motivation for pupils. Whether this is through accessing sporting activities or trips or external agencies working to deliver creative sessions, pupils need to be exposed to

cultural capital and ideas about their place and role in society whilst developing their sense of self and relationships with adults and peers.

Challenges

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

Challenge number	Detail of challenge
1	- Resources - Access to basic food, clothing and other resources is an essential aspect to working with disadvantaged communities. - Families who receive one or more benefits will benefit from ensuring that at school children are receiving at least one hot nutritious meal a day. - These aspects (e.g., uniform, learning equipment and nutritious food) act as barriers to children attending school, which in turn affects children's ability to perform at school and achieve good outcomes.
2	- Social and emotional mental health needs. - Behaviour acts as a barrier to attendance and progress (and therefore attainment at school), - Meeting individual needs and addressing barriers to learning raise the potential for disadvantaged children by meeting need and working to develop strategies to manage behaviour challenges which are as a result of SEMH · - Building positive relationships and exploring and developing strategies to workout challenges they may face in the school setting support the school community to work cohesively
3	- Lack of enrichment experiences. - Where children have a more disadvantaged home life it is likely there will be less resources for them to be exposed to a broad range of experiences outside of school. - This often limits children's opportunities to be broadened within their school setting. - Cultural capital through enrichment experiences offers PP children a new world of learning which in turn affects their access to wonder and aspiration

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
1. Improved wellbeing and health – the offer of resources on a consistent basis to ensure children are in the best suitable space with the right support to engage – all to have access to food and uniform and resources for learning	- Removing physical barriers to learning - Improving attitude and attendance.
2. Improved relationships – mentoring programs that are tailored to specific groups and offered targeted support	- Removing emotional barriers to learning - Improving relationships and a sense of belonging for all within the school and community
3. Improved relationships both in school and within the community – through ensuring enrichment opportunities develop and celebrate relationships and belonging to the community both at school and within the wider world and raise aspirations	- Removing emotional barriers to learning - Improving behaviour and outcomes
4. Improve access and support to post -16 - ensure that the CIAG program is well resourced and offers all children the opportunity to explore options for post 16 in a range of contexts and with support where needed	- Investment in sessions and activities to allow pupils to engage in different career pathways and courses. - Curriculum planning and delivery to include external organisations. Reduction in NEET numbers at end of KS4 and during further data drops.

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:

Activity	Evidence that supports this approach	Challenge number(s) addressed

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

Budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enrichment program Enrichment: boxing, football, rock climbing, jewellery making, arts and crafts, trips, dance, music.	• Improved relationships both in school and within the community – through ensuring enrichment opportunities develop and celebrate relationships and belonging to the community both at school and within the wider world Cultural capital experiences enhance children's wonder awe and aspirations thereby engaging them further with education and life chances post 16	1, 2 and 3, 4 £18,000
Additional capacity for mentoring (TA)	• Mentoring 1:1 and sessions to include games-based learning resources to improve social communication skills	2, 4 £6,000
Careers and NEET enrichment programmes.	• Improve access and support to post -16 - ensure that the CIAG program is well resourced and offers all	4 £6,000

| | children the opportunity to explore options for post 16 in a range of contexts and with support where needed Cultural capital experiences enhance children's wonder awe and aspirations thereby engaging them further with education and life chances post 16 | |

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

Budgeted cost: £3,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
Breakfast club and lunch	• Disadvantaged families are supported through being provided with essentials which support children to feel part of the school community. • Hot and nutritious food being offered throughout the school day ensures all are provided with enough sustenance to learn • The offer of resources on a consistent basis to ensure children are in the best suitable space with the right support to engage	1
Uniform	• The offer of resources on a consistent basis to ensure children are in the best suitable space with the right support to engage	1

Total budgeted cost: £33,602.04

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Over the course of the 2024//25 academic year, the pupil premium funding was used effectively to provide targeted academic support and embed wider strategies to encourage pupils' engagement in school.

The targeted academic support focused on the following two activities:

- Additional in-class support
- Additional 1-1 the most disenfranchised

The additional support resulted in 98% Y11 from 24-25 reaching their post 16 destination of choice .

Equally, the additional support contributed to an increase in the number of students achieving at least 1 GCSE or equivalent from 53% in 2023/24 to 81% in 2024/25. In the academic pathway the number of students achieving 5+ GCSEs grades 4-9 including English and Maths rose from 29% to 45%

The additional capacity for mentoring was used effectively to support young people This ensured that our Year 11 pupils were able to secure positive outcomes and move on successful to the next steps of their educational journey.

The second part of our Pupil premium strategy focused on ensuring the pupils had access to:

- Enrichment activities (including CIAEG) from January until July, these included a STEM day, a full day dance workshop, circus skills, exotic animals workshop and falconry experience.

The impact of these activities were far-ranging and were difficult to quantify in some instances. However, an analysis of NEET data in 2024/25 highlights that:

- 98% of pupils in Year 11 from 2024-205 had a confirmed EET destination in Sept 2025.

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
Mentoring	Individuals from agencies

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?	n/a
What was the impact of that spending on service pupil premium eligible pupils?	n/a