

Rosemellin School Pupil Premium strategy statement 2025-26

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	376
Proportion (%) of pupil premium eligible pupils	33%
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)	2024-2027
Date this statement was published	November 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Tamsin Lamb
Pupil premium lead	Tim Rice
Governor / Trustee lead	Jenni Richards

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£204,275
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>	£0
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>	£204,275

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or 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 not all children who receive free school meals will be socially disadvantaged, and we also recognise that not all children that are disadvantaged have free school meals.

High quality teaching is at the heart of our approach, focusing on those areas for which disadvantaged pupils require the most support as detailed below in the intended outcomes. Evidence shows that this approach will not only impact on closing the disadvantaged attainment gap but also will benefit the non-disadvantaged pupils in our school, improving and sustaining their attainment.

Our approach is responsive to common barriers to learning and meets individual needs. We have adopted a whole school approach in which all staff assume responsibility for disadvantaged pupils' outcomes, raising expectations.

Our intention is to ensure our children, including disadvantaged: CARE – so that they can make a positive difference to the rapidly changing world that we live in. Our carefully designed curriculum is ambitious, engaging and enables us to be Curious, Active, Reflective and Evolutionary through our continuous journey of learning. This is an exciting stage in a child's life, and we want all children to enjoy their time at school, attain high levels of self-efficacy and sense of agency, and be enthused to gain a range of knowledge and skills that can be used in different aspects of life.

Challenges

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

Challenge number	Detail of challenge
1	Pupils live in a predominantly monocultural and geographically isolated part of Britain which limits their exposure to, and knowledge of, the diverse range of cultural backgrounds beyond their own community. Pupil premium children sometimes have less developed cultural capital than their non-pupil premium peers.

2	Disadvantaged children typically start school with higher needs regarding their communication skills and vocabulary development, creating a large word gap difference between them and their peers. This, coupled with the high numbers of children with speech and language needs impacts fluency in reading.
3	A lower percentage of our disadvantaged children attain age related expectations, and greater depth standard, when compared to non-disadvantaged children.
4	Attendance levels of those children in receipt of pupil premium are lower than the non-pupil premium children.
5	Increasing numbers of children show the signs and symptoms of low self-efficacy: avoidance of challenge, low motivation, self-doubt, anxiety and stress.

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 enrich and broaden our children's understanding of cultural diversity and cultural capital within Britain and around the world	Children have a knowledge of the cultural diversity and cultural capital within their own community, the UK and beyond. They are inquisitive and talk positively about a range of cultures different to their own.
To decrease the word-gap between children living with disadvantage and their peers. To ensure children with speech and language needs have timely, targeted interventions to address their individual needs.	Teachers deliver quality first teaching for oracy. Children with speech and language needs make accelerated progress and/or catch-up with developmental speech and language norms.
Differentials in attainment (age related and greater depth) between disadvantaged and non-disadvantaged pupil groups will be eradicated.	Outcomes are not only in line with national disadvantaged, but also in line with their non-disadvantaged peers.
Attendance levels for all children in school are 96% or above.	Greater parental awareness and improved communication with individual cases of persistent absenteeism being reduced.
To raise children's self-efficacy: their belief in their actions make a difference and therefore able to succeed.	Children's have increased confidence in their ability to learn and succeed. Staff have the skills to promote self-efficacy through quality first teaching. School Culture promotes self-efficacy for all stakeholders.

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: £ 111,052

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Regular use of the 'Lyfta' resource is achieved within school through:</i></p> <ul style="list-style-type: none"> -planning Lyfta into school assembly plans -introducing 'Lyfta time' to enable classes to 'explore' on a regular basis -articles being utilised to support non-fiction reading lessons (as appropriate) 	<p>David Didau – Wider outcomes and achievement</p> <p>Lee Elliot Major and Emily Briant – Equity in Education</p> <p>hundrED recommended resource “helps teachers to nurture empathy, active citizenship and 21st Century skills.”</p>	1
<p>CPD for teachers and TAs to support quality first teaching in relation to vocabulary acquisition.</p>	<p><i>“Professional development can support whole school approaches to close the word gap for disadvantaged pupils.”</i></p> <p>ROYAL COLLEGE OF SPEECH & LANGUAGE THERAPISTS</p> <p>Alex Quigley – Closing the reading gap</p>	2
<p>CPD for teachers and TAs to support quality adaptive teaching and delivery of interventions for speech and language needs (Speech Bubbles).</p>	<p><i>“Professional development in speech, language and communication”,</i> publication from The Communication Trust</p>	2

Purchase RWI CPD and resources (books and book bags) to develop fluency of reading and vocabulary	<p><i>EEF publishes independent evaluation of Read, Write, Inc. Phonics and Fresh Start</i></p> <p><i>The evaluators found some evidence that pupils eligible for free school meals (FSM) responded particularly well to Read Write Inc</i></p>	2 and 3
Time for writing lead to monitor implementation of new approach and provide coaching.	<p><i>Talking floats on a sea of write</i></p> <p><i>'If you can't say it, you can't write it. This being the case, teaching children to write articulately will necessarily involve teaching children to speak articulately</i></p> <p>https://primarytimery.com/2024/06/21/talking-floats-on-a-sea-of-write/</p>	2 and 3
Embed ABC questioning through CPD. Release time for monitoring.	<i>Evidence based teaching</i>	2 and 3
CPD for teachers on adaptive teaching. Adaptive teaching and curriculum strategies to support the needs of identified pupils.	<p><i>EEF – Assess, adjust, adapt – what does adaptive teaching mean to you?</i></p> <p><i>My chartered college - Building adaptive expertise to improve outcomes for learners with SEND.</i></p>	3
Accurate analysis of assessment is used to identify barriers in learning. Pupil Progress meetings take place termly.	<p><i>DFE – Supporting the attainment of disadvantaged children.</i></p> <p>6. Data driven and responding to evidence More successful schools use data to identify pupils' learning needs at every opportunity – when pupils join the school, during regular reviews of progress and during day-to-day teaching. They review progress every few weeks, spot any signs of underperformance and address them quickly. Teachers engage with the data themselves: they input, analyse and use it to underpin their teaching. More successful schools have a consistent marking scheme which recognises pupils' achievements and sets out the next steps in their learning. Pupils are given time to review their feedback and discuss their progress with teachers.</p>	3

Purchase of classroom resources to support teaching of transcription.	<u>Fluent transcription skills as the foundations for writing EEF</u>	3
Attendance leads to continue networking with Crofty leads. Increased awareness of attendance through newsletters, staff meeting agendas, rewards attendance process. Attendance INSET helps SLT to review and reform attendance approaches.	<i>Education Endowment Foundation</i> <i>EEF – Supporting school attendance</i> <i>3. Communicate effectively with families.</i> <i>6. Monitor the impact of approaches.</i> <i>https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance</i>	4
CPD for teachers and TAs to support quality first teaching in relation to developing and promoting self-efficacy: praising for effort and use of strategies; finding pivotal moments; recognising the importance of challenge; creating opportunities for roles of responsibility.	<i>Gutman and Schoon (2013) “Non-cognitive skills are vital for educational success.</i> <i>Schunk (1981): Self-efficacy as a predicator of academic performance</i> <i>Betthaeuser et al. (2020): Impact on academic outcomes, mental health and social factors.</i>	5
Use of Picture News to deliver current affairs from around the world.	<u>Why should I teach with the news? Picture News</u>	1

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

Budgeted cost: £ 55,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted interventions for speech and language, directed by a Speech and Language Therapist.	<i>EEF Guide to the Pupil Premium 'Menu of approaches'.</i>	2
Use of IDL to support identified pupils – use of assessment is key in identification	https://idlsgroup.com/	2 and 3
Mat specialist speech and language support. Baseline assessments, identify needs within EYFS, provide support		2
The offer, to individuals, of free wrap around care.		4
Learning mentor to support the mental health and wellbeing of our vulnerable pupils.	<i>EEF – Social and emotional learning</i>	5
Dreadnought Emotionally supporting the most vulnerable children	https://www.thedreadnought.co.uk/	5
TIS training for all support staff	<u>Evidence Base</u>	5

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

Budgeted cost: £48,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Parent workshops for children in EYFS, to raise the importance of reading with young children.	Reference list from the Book Trust's "Getting Children Reading" strategy	2
Subscription to Literacy Tree in English and White Rose in maths. CPD leading to enhanced teaching	Mastery learning – EEF educationendowmentfoundation.org.uk	2 and 3
Subsidised residential for Pupil premium children.	<i>The Learning Away project has been researching the impact that residential school trips can have on pupils. Funded by the Paul Hamlyn Foundation, the project worked with 60 Primary, Secondary and Special schools to evaluate whether residential experiences could have a documentable positive effect on students' learning, achievement and wellbeing.</i> Evidence revealed on the impact of residential trips Features School Travel Organiser	1 and 5
Supply prizes for CARE awards and for classes who win attendance award.	Paul Dix – When the adult's change, everything changes: Seismic shifts in school behaviour.	4
Forest school – embedding principles of outdoor adventure – building resilience, self-confidence, self-efficacy and motivation.	EEF – outdoor adventure learning	5
DT holiday clubs for disadvantaged children	Holiday clubs provide far more benefits beyond just providing food, study reveals	5

Total budgeted cost: £ 204,275

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils 2024-25

Early Years GLD National: 68.3%

Rosemellin: 46.2% of EYPP children attained a good level of development compared to 78.8% of non-EYPP children. The one area in which EYPP have outperformed non EYPP are in fine motor skills.

Phonics

Rosemellin: By the end of KS1, 93.8% of disadvantaged children at Rosemellin and 90.2% of non-disadvantaged children at Rosemellin had attained the expected standard in phonics. This is in comparison to 85.3% and 93.5% respectively nationally.

65.0% at expected standard for PP children in Y1 (67% national)

87.5% at expected standard for non-PP children in Y1 (83% national)

80% whole Y1 cohort (80% national)

Year 4 MTC National Av: 21.0

Rosemellin: Average score 22.5

The average score for non-disadvantaged pupils is 23.3 compared to 21.6 for disadvantaged.

National Av for children scoring 100% (25/25): 34%

Rosemellin: 57% achieved 100%

The % of non-disadvantaged pupils achieving 100% is 61.5% compared to 50% for disadvantaged.

KS2

Reading National: 75.1%

Rosemellin: Overall 59.7% of children attained at expected levels. 65.8% of non-disadvantaged attained the expected level compared to 50% of disadvantaged.

Writing National: 72.2%

Rosemellin: Overall 58.1% of children attained at expected levels. 65.8% of non-disadvantaged attained the expected level compared to 45.8% of disadvantaged.

Maths National: 74%

Rosemellin: Overall 62.9% of children attained at expected levels. 68.4% of non-disadvantaged attained the expected level compared to 54.2% of disadvantaged

GPS National: 72.6%

Overall 58.1% of children attained at expected levels. 63.2% of non-disadvantaged attained the expected level compared to 50% disadvantaged

Combined National: 62.1%

Overall 45.2% of children attained at expected levels. 52.6% of non-disadvantaged attained the expected level compared to 33.3% disadvantaged

Attendance – for the academic year 2024/25

Rosemellin PP 92.6% (Up from 91.6% in 2023/24)

- Unauthorised absence: 2.4%

- Authorised absence: 5.0%

Rosemellin Non-PP 95.6% (Up from 95.0% in 2023/24)

Persistent absence – whole school: 12.11% (down from 13.13% in 23/24)

% of PP children who were PA: 18.71% (down from 20.3% in 23/24)

% of non-PP children who were PA: 8.43% (down from 8.96% in 23/24)

Both of these attendance measures show that pupil premium attendance continues to be a focus area for 2025-26. The approaches to improving PP attendance will be further refined.

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
Read Write Inc	Ruth Miskin
Trauma informed Schools	Trauma Informed Schools UK
TT Rock stars	Maths Hub
Accelerated Reader	Renascence
Number Sense	Number Sense
Maths Whizz	Maths Whizz
Lyfta	Lyfta