

# PUPIL PREMIUM STRATEGY STATEMENT

## This is to be read in conjunction with the school's Pupil Premium Policy

This statement details our college's use of pupil premium (and recovery premium for the 2024 to 2025 academic year) 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

Details	Data
School name	<b>Rosedale Primary School</b>
Pupils in school	375
Proportion of disadvantaged pupils	19.7%
Academic year or years covered by this strategy	2025 - 2026
Publish date	02 September 2025
Review date	31 August 2026
Statement authorised by	Stewart Duguid, Chair of the Academy Board
Pupil premium lead	Niela Bamber, Headteacher
Governor lead	Michelle Drummond - Chair of Local Advisory Board

## Funding overview

Metric	Data
Pupil premium funding allocation this academic year	£ 112,110 (based on 74 eligible pupils)
Recovery premium funding allocation this academic year	£ 0 (please see separate Recovery Premium Funding Strategy)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year	£112,110

## Pupil Premium Strategy Plan

### Statement of intent

The 'Pupil Premium' is funding allocated to schools for the specific purpose of boosting the attainment of pupils from low-income families who are considered disadvantaged compared to their peers. Pupil Premium is spent within the context of the overall funding agreement between the Department for Education and Rosedale Primary. Funding is based on children who have been registered for free school meals at any time in the last six years, further reinforcing the importance of making sure all those who qualify are actually registered. Nationally one in four children comes into this category across the entire ability range. A large percentage of our pupils are eligible for Pupil Premium and we passionately believe that this is not a barrier to success, but rather that by improving outcomes for all in our community we benefit the most disadvantaged most of all. Many of the plans we put in place to support Pupil Premium students also support and raise the outcomes of other groups within the school such as those with Special Education Needs, and those identified as EAL. The school's statement of intent can be read in detail in its Pupil Premium Policy - <https://www.rosedaleprimary.co.uk/policy-documents>

## Challenges

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

In-school barriers (issues to be addressed at school level, such as poor literacy skills)	
<b>A</b>	Low literacy and communication skills: a high number of PP children arrive with low language and communication skills. In Early Years, Attention Hillingdon and PALs are required to support PSED alongside interventions for closing the gap.
<b>B</b>	Resilience for learning: a significant number of PP children lack concentration and stamina for learning, which can manifest in low disruption in class. These children require support for reading daily and for completion of their work.
<b>C</b>	Low social and emotional skills: we need to put in support for PP children who consistently show poor skills in maintaining friendships and demonstrate unacceptable levels of over reactions to incidents.
External barriers (issues which also require action outside school, such as low attendance rates)	
<b>D</b>	Attendance: attendance rates of PP children are lower than that of their peers.
<b>E</b>	Engagement of parents: attendance at Parent Consultations and/or Booster Classes is low for PP families. Many cannot or do not support their child with their homework.
<b>F</b>	Aspiration: some PP lack aspirational goals and disengage with education.
Desired Outcomes	
<b>A</b>	Close the literacy achievement gap between national all pupils and Pupil Premium pupils.
<b>B</b>	Ensure PP children have ample time, space and resources to complete their work in class. Ensure PP children achieve or exceed their reading age.
<b>C</b>	Reduce the number of behaviour incidents of PP children through pastoral support from the teacher and teaching partner.
<b>D</b>	Attendance of disadvantaged children to be better than national averages.
<b>E</b>	A greater number of parents attend consultation meetings and ensure their child has access to after school and holiday booster and activity programmes.
<b>F</b>	Improve children's wider involvement in school life so they can apply their knowledge in real life situations.

## 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.

Aim	Target	Target date
Progress in Reading	Achieve at least national average progress scores in KS2 Reading (0)	Sept 26
Progress in Writing	Achieve at least national average progress scores in KS2 Writing (0)	Sept 26
Progress in Mathematics	Achieve at least national average progress scores in KS2 Mathematics (0)	Sept 26
Phonics	Achieve at least national average expected standard in PSC	Sept 26
Other	Improve attendance of disadvantaged pupils to 96%	Sept 26

## 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 priorities for current academic year (inc CPD, recruitment and retention)

Measure	Activity	What is the evidence and rationale for this approach?
<b>Priority 1</b>	<p><b>Maintain extremely high standards in Phonics.</b></p> <p>Ensure all relevant staff (including new staff) have received up to date training to deliver the phonics programme effectively. Ensure all relevant staff speak in standard English in order to support phonics learning.</p>	<p><i>Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading. Qualified teachers tend to get better results when delivering phonics interventions (up to twice the effectiveness of other staff), indicating that pedagogical expertise is a key component of successful teaching of early reading.</i></p> <p><b>EEF Teaching and Learning Toolkit October 2018.</b></p>
<b>Priority 2</b>	<p><b>Relentless focus on early years impact on learning.</b></p> <p>Ensure all relevant staff (including new staff) have received up to date training in the new EYFS Framework, and in Early Essence. Ensure the EYFS provision is resourced to meet the needs of the children, and to support learning through play/doing.</p>	<p><i>The evidence suggests that early years and pre-school interventions have a positive impact, delivering an average of around five additional months' progress. The approach appears to be particularly beneficial for children from low income families. Once early years provision is in place, improving the quality of provision, for example by training staff to improve the interaction between staff and children, appears to be more promising than increasing the quantity of provision (by providing extra hours in the day), or changing the physical environment of early years settings.</i></p> <p><b>EEF Teaching and Learning Toolkit October 2018.</b></p>

<p><b>Priority 3</b></p>	<p><b>Professional development, training and support.</b>          Focused CPD to improve quality of teaching and learning from good to outstanding. Early Career Teacher support through the full delivered programme via UCL, and additional mentoring. CPD will include Neli, Speech and Language, Attention Hillingdon, Reading Recovery, Read Write Inc/Jolly Phonics, Active Learn/Bug Club, Purple Mash.</p>	<p><i>Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium.</i>  <b>EEF Guide to Pupil Premium.</b></p>
<p><b>Barriers to learning these priorities address:</b> Barrier A - Low literacy and communication skills. Barrier B - Resilience for learning.</p>		
<p><b>Projected spending</b></p>	<p><b>£49,000</b></p>	

## Targeted academic support for current academic year (tutoring, one to one support, structured intervention)

Measure	Activity	What is the evidence and rationale for this approach?
Priority 1	<p><b>Interventions in literacy and numeracy for disadvantaged pupils.</b></p> <p>Purchase of Lexplore reading and comprehension screening in order to inform intervention planning.</p>	<p><i>Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average. Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (six to twelve weeks) appear to result in optimum impact.</i></p> <p><i>Programmes involving Teaching assistants or volunteers can have a valuable impact, but tend to be less effective than those using experienced and specifically trained teachers, which have nearly twice the effect on average. Overall, the evidence is consistent and strong, particularly for younger learners who are behind their peers in primary schools, and for subjects like reading and mathematics.</i></p> <p><b>EEF Teaching and Learning Toolkit October 2018.</b></p>
Priority 2	<p><b>Small group intervention.</b> Speech Link intervention for disadvantaged pupils who are not meeting the expected level.</p>	<p><i>Overall, evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Tuition in groups of two has a slightly higher impact than in groups of three, but a slightly lower impact than one to one tuition. Some studies suggest that greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact.</i></p> <p><b>EEF Teaching and Learning Toolkit October 2018.</b></p>
<p><b>Barriers to learning these priorities address:</b> Barrier A, Low literacy and communication skills. Barrier B – resilience for learning, especially with improved comprehension and communication skills.</p>		
Projected spending	£38,000	

## Wider strategies for current academic year (attendance, behaviour and wellbeing)

Measure	Activity	What is the evidence and rationale for this approach?
Priority 1	Attendance	Our attendance on average 94% we need this to improve to 96% at least.
Priority 2	Wellbeing/MHST	Working with the parents on Wellbeing through workshops. The children also having interactive workshops with the NHS support.
Priority 3	Coram and LifeBus	PHSE, Emotional Regulation and Resilience paramount for learning.
Priority 4	Further improvement in drama skills and academic skills enabling more speaking and listening.	Children able to put their skills together to progress in PE and Drama to enable speaking and listening for communication skills and language development.
<p><b>Barriers to learning these priorities address:</b> : Barrier A - Resilience for learning. Barrier B – Low social and emotional skills. Continuation of Zones of Regulations, counselling support and Mental Health support. Barrier C – attendance. Barrier D – parental engagement. Barrier E – pupil aspiration</p>		
Projected spending	£26,000	

**Total budgeted cost: £113,000**

## Review of outcomes in the previous academic year

### Pupil premium strategy outcomes - pupil performance overview for last academic year

Measure	
KS2 Reading	72.7% PP achieved expected standard (89.5% all pupils)
KS2 Writing	72.7% PP achieved expected standard (84.2% all pupils)
KS2 Maths	72.7% PP achieved expected standard (87.7% all pupils)
KS2 RWM combined	72.7% PP achieved expected standard (82.5% all pupils)

## Review: last year's aims and outcomes (review of 2024/2025 spend)

Aim – desired outcome, and chosen action and approach	Outcome
<b>Teaching priorities for current academic year (CPD, recruitment and retention)</b>	
<p><b>Maintain extremely high standards in Phonics.</b> Ensure all relevant staff (including new staff) have received up to date training to deliver the phonics programme effectively. Ensure all relevant staff speak in standard English in order to support phonics learning.</p>	<p>93.1% of Year 1 pupils passed the Phonics screening test in 2025.</p>
<p><b>Relentless focus on early years impact on learning.</b> Ensure all relevant staff (including new staff) have received up to date training in the new EYFS Framework, and in Early Essence. Ensure the EYFS provision is resourced to meet the needs of the children, and to support learning through play/doing.</p>	<p>78% of children achieved a Good Level of Development in 2025.</p>
<p><b>Professional development, training and support.</b> Focused CPD to improve quality of teaching and learning from good to outstanding. Early Career Teacher support through the full delivered programme via UCL, and additional mentoring. CPD will include Neli, Speech and Language, Attention Hillingdon, Reading Recovery, Read Write Inc/Jolly Phonics, Active Learn/Bug Club, Purple Mash.</p>	<p>All school outcomes for EYFS, Phonics and KS2 were significantly above national average.</p>
<b>Targeted academic support for current academic year (tutoring, one to one support, structured intervention)</b>	
<p><b>Interventions in literacy and numeracy for disadvantaged pupils.</b> Purchase of Lexplore reading and comprehension screening in order to inform intervention planning.</p>	<p>DA pupils achieved better than all pupils did nationally in Reading, Writing and mathematics.</p>
<p><b>Small group intervention.</b> Speech Link intervention for disadvantaged pupils who are not meeting the expected level.</p>	<p>Individual pupils made good progress in accordance to their starting points.</p>

Wider strategies for current academic year (attendance, behaviour and wellbeing)	
<b>Attendance</b>	Our attendance on average 94% we need this to improve to 96% at least.
<b>Wellbeing/MHST</b>	Working with the parents on Wellbeing through workshops. The children also having interactive workshops with the NHS support.
<b>Coram and LifeBus</b>	PHSE, Emotional Regulation and Resilience paramount for learning.
Further improvement in dramas skills and academic skills enabling more speaking and listening.	Children able to put their skills together to progress in PE and Drama to enable speaking and listening for communication skills and language development.

## Monitoring and Implementation

Area	Challenge	Mitigating action
<b>Teaching</b>	Ensuring enough time is given over to allow for staff professional development	Protect CPD time every Tuesday from 3:45 – 4:45pm. INSET time to be best used for focused activities.
<b>Targeted support</b>	Increased need but insufficient staff available to deliver in class support	Try and group together children with similar needs into small group sessions.
<b>Wider strategies</b>	PP pupils and/or their parents, guardians and carers do not engage with the additional provisions	Continue encouraging and inviting those parents, guardians and carers to attend positive events to engage with their child's learning.