

Pupil premium strategy statement – Rose Hill Primary School (2025–26)

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	257
Proportion (%) of pupil premium eligible pupils	32%
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)	2025–26
Date this statement was published	September 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Georgie Bright (Principal)
Pupil premium lead	Luke Hyland
Governor / Trustee lead	Katherine Ramsden

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£130,289
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£130,289

Part A: Pupil premium strategy plan

Statement of intent

At Rose Hill Primary School our goal is that all pupils – regardless of background – achieve highly, develop strong character, and are well prepared for the next stage of learning. We will continue to use the pupil premium to drive high-quality teaching and targeted support, in line with the Department for Education (DfE) ‘menu of approaches’ (High-quality teaching; Targeted academic support; Wider strategies).

Our strategy is built on: (1) fidelity to a rigorous early reading programme with targeted keep-up for pupils who fall behind; (2) explicit teaching of vocabulary, reading comprehension and fluency; (3) precise use of assessment to close gaps in mathematics; (4) targeted tutoring and well-structured, teacher-led and TA-delivered interventions; and (5) tackling barriers linked to attendance, readiness to learn and social, emotional and mental health (SEMH), including universal, stigma-free breakfast provision and support for families.

Activities are evidence-informed (EEF/DfE) and implemented with a focus on fidelity, dosage and impact. Leaders will review progress half-termly and adapt provision where impact is weaker than expected.

Challenges

Challenge number	Detail of challenge
1	Gaps in core knowledge and below expected attainment/progress for some disadvantaged pupils across Reading/Writing/Maths.
2	Oral language and vocabulary (including for EAL learners) limiting reading comprehension and access to the wider curriculum.
3	SEMH needs affecting pupils’ readiness to learn and engagement with learning.
4	Behaviours for learning and self-regulation requiring further embedding.

5	Attendance for some disadvantaged pupils below national/LA benchmarks, with a proportion persistently absent.
6	Irregular routines for homework/reading practice limiting consolidation of learning.
7	Reduced cultural capital/experiences affecting confidence, aspiration and curriculum access.
8	Practical barriers for some families (uniform, equipment, food) affecting readiness to learn.

Intended outcomes

Intended outcome	Success criteria
1) Early reading/phonics: disadvantaged pupils keep up	By July 2026: Y1 phonics screening pass rate for PP increases by +10pp vs 2024/25; 100% of PP pupils in KS2 below age-related decoding receive daily SSP keep-up; decodable books always matched to current code.
2) Reading comprehension & fluency (KS2)	By July 2026: +8pp PP at/above ARE in reading; targeted PP average +15 WPM gain; teachers routinely model and rehearse fluency; STAR/NTS used termly to diagnose and reteach.
3) Maths fundamentals	By July 2026: ≥80% PP achieve ≥20/25 in Y4 MTC; Ready-to-Progress gap items reduced by 30% for targeted PP; lesson visits and books show clear use of diagnostic assessment and feedback.
4) Tutoring impact	By Spring 2026: 10–12 week tutoring blocks (30 min/week) for selected PP in UKS2; ≥70% close priority gaps on diagnostics; session attendance ≥85%.
5) Effective TA deployment	By July 2026: All TA-led programmes are structured, scripted and fidelity-checked
6) Attendance	By July 2026: PP attendance ≥94.5%; PP PA reduced from 11 pupils to ≤7; 0 severe absence sustained; casework

	shows responsive barrier removal; parental communications tailored and timely.
7) Oracy & vocabulary across the curriculum	By July 2026: Improved confidence and clarity in oral presentations and discussions. Stronger sentence construction and vocabulary in writing due to oral rehearsal. More equitable pupil participation and higher engagement.
9) SEL / learning behaviours	By July 2026: whole-school routines embedded; targeted SEL groups improve engagement and on-task behaviour; academic gains of ~+3 months for targeted cohorts evidenced.
10) Readiness to learn (breakfast & family support)	By July 2026: PP breakfast uptake ≥40% where need identified; morning reading/homework minutes captured; reduced lateness and improved homework completion among PP.

Activity in this academic year

Teaching (for example, CPD, recruitment and retention)

£111,093.42

Activity	Evidence that supports this approach	Challenge number(s) addressed
Systematic Synthetic Phonics (RWI) with strict grouping by current GPC knowledge; daily keep-up including KS2 catch-up; decodable books matched to stage; weekly coaching/QA for fidelity.	DfE Reading Framework emphasises SSP fidelity, decodable texts, and ongoing catch-up for older pupils; high-quality class/group teaching with targeted keep-up. (DfE 2023 Reading Framework).	1,2
Explicit vocabulary/oracy across subjects; Implement structured speaking opportunities in	EEF: Oral language interventions average ~+6 months; dialogic approaches and explicit	1,2

lessons (pair-talk, group discussion, presentations). Develop and adopt a school-wide oracy framework and embed it in lesson planning. Provide targeted CPD sessions and coaching on oracy pedagogy.	vocabulary linked to curriculum raise attainment. (EEF Toolkit—Oral Language).	
Teacher & TA CPD: deployment, scaffolding, independence; fortnightly TA briefings; leader walkthroughs of adaptive teaching.	EEF 2025 Deployment of Teaching Assistants—ensure TAs supplement, not replace, teachers; structured interactions and preparation increase impact.	1,2

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

£10,525.38

Activity	Evidence that supports this approach	Challenge number(s) addressed
Curriculum-aligned tutoring; 10–12 weeks; 30-min per week; selection via diagnostics; tight liaison with class teachers; focus on phonics/fluency/comprehension and number/multiplicative reasoning.	EEF Toolkit: One-to-one tuition ~+5 months; Small-group tuition ~+4 months; higher impact when aligned to class teaching with diagnostics and feedback.	1,2,3
TA-delivered, scripted interventions (e.g., Fresh Start/phonics keep-up; number fluency) with teacher oversight; weekly fidelity checks and exit data.	EEF guidance on TA deployment—well-chosen, evidence-based interventions delivered by trained TAs with teacher	1,2,3,

	oversight have stronger impact.	
Early language (EYFS) small-group/individual sessions for pupils below expected language (Speech and Language Link).	Large trials show +3 months language gains and benefits for EAL when delivered by trained TAs over ~20 weeks. (EEF/Nuffield evaluations).	2

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

£8,671

Activity	Evidence that supports this approach	Challenge number(s) addressed
Tiered attendance plan: universal belonging culture + data dashboards; tailored parental communications (letters/texts/nudges); responsive casework to remove barriers (; uniform/food via community shop); EWO partnership; increased PP access to breakfast club.	EEF attendance resources highlight promise for parental engagement and responsive, barrier-removal approaches; evidence base mixed so careful monitoring is advised.	4,5,7
Breakfast club as an academic primer (reading/homework/tables practice); universal access with targeted invites; staffing enables structured learning time.	EEF Magic Breakfast trial reported ~+2 months progress (esp. Y2) and improved behaviour/engagement; universal, stigma-free provision is recommended.	4,5,7
Whole-school behaviour and SEL: explicit teaching of learning behaviours; predictable routines; targeted small-group SEL/THRIVE; staff	EEF Improving Behaviour in Schools (six recommendations) and SEL strand (~+3 months academic	3

training; consistent implementation.	impact when embedded and supported by PD).	
--------------------------------------	--	--

Monitoring and implementation

Area	Challenge	Mitigating action / monitoring
Teaching	Variable fidelity to SSP; uneven use of feedback/metacognition	Weekly phonics coaching; grouping by data; lesson visits/book looks; CPD on feedback/metacognition; pupil voice on understanding next steps.
Targeted support	Tutoring dosage drift; TA interventions not tightly aligned	Half-termly tutoring dashboards; attendance to sessions; pre/post diagnostics; weekly TA briefing; intervention fidelity logs observed by phase leads.
Attendance	PA caseload among PP; inconsistent family engagement	Adopt EEF attendance reflection tool; case reviews; personalise communications; track barriers and actions; monthly EWO panels; monitor breakfast uptake.
Behaviour/SEL	On-task behaviours and self-regulation in identified cohorts	Routine “greet at the door”; SEL small groups; staff coaching; behaviour walkabouts; termly analysis of conduct/engagement and attainment for targeted pupils.

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils (2024/25)

Internal assessments in 2024/25 showed attainment for disadvantaged pupils below their peers overall, with one year group significantly behind in all subjects. 48% of disadvantaged pupils did not meet the expected standard across subjects (an increase of 5pp from the previous year), while 17% were working above the expected standard in one or more subjects (up 3pp). Progress data indicated that disadvantaged pupils made good (95% or better 21%) progress on average across Reading, Writing and Maths.

Attendance for disadvantaged pupils was 93.2% (down slightly from 93.7% in 2023/24); 0 pupils were severely absent and 11 persistently absent. Early Help engagement and use of the community shop increased (predominantly disadvantaged families). SEMH need continues to rise; therefore, THRIVE and targeted interventions will continue and be extended to Zones of Regulation and Therapeutic Thinking delivery.

Externally provided programmes (2024/25)

Programme	Provider
Read Write Inc (RWI)	Ruth Miskin Training
Number Stacks	Number Stacks
Bikeability	Local provider

Further information

Our strategy is aligned to DfE guidance on using pupil premium and the current template. Evidence sources include EEF guidance reports and the DfE Reading Framework. A detailed implementation plan (CPD calendar, tutoring timetable, attendance plan, and monitoring schedule) is held by the Pupil Premium Lead and reviewed half-termly with SLT and governors.