

Pupil premium strategy statement – Rosedale Primary School

This statement details our academies' 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	158 (Rec – Y6)
Proportion (%) of pupil premium eligible pupils	58/158 = 37%
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 2026 – 2027 2027-2028
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Local Governing Body
Pupil premium lead	Sarah Adams (Vice Principal)
Governor / Trustee lead	Sarah-Jane Smith

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£81178
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>	£81178

Part A: Pupil premium strategy plan

Statement of intent

The vision of Exceed Learning Partnership is to equip young people with the knowledge, skills and mindset to thrive and take on the world. We aim to build communities where everyone belongs; it means feeling valued, safe, and seen. We celebrate diversity and commit to equity, removing barriers and closing gaps so every pupil and colleague can thrive. The Core Mission of ELP is “Every Child. Every Chance. Every Day” At ELP, every pupil should be Safe, Happy, Healthy, Learning, and feel like they Belong. This is our foundation for an inclusive environment.

The Pupil Premium Strategy for Rosedale Primary School sets out to address social disadvantage and achieve equity for all pupils across school. This will mean that those with the barriers of being disadvantaged in any way are supported to meet their potential. It intends to ensure that disadvantaged pupils can access high quality teaching, targeted support and wider opportunities that enhance their personal development and address gaps in their cultural capital.

We aim to relentlessly improve the quality of curriculum implementation so that disadvantaged pupils’ attainment continues to improve, alongside that of their non-disadvantaged peers. The key principles of the plan are to continually upskill all staff working with pupils to a high standard so that learning is pitched accurately through rigorous and accurate use of diagnostic assessment, as well as embedding effective teaching strategies. This will ensure disadvantaged pupils are being challenged in their learning, thus making progress throughout their time at Rosedale.

The plan also looks at each pupil holistically, in order to ensure that their pastoral and wellbeing needs are met. The plan sets out to take a whole school approach in which all staff take responsibility for disadvantaged pupils’ outcomes and raise expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge			
1	Attendance of PP pupils			
		2022-23	2023-24	2024-25
	Disadvantaged	90.39%	91.87%	93.26%
	Non-Disadvantaged	93.60%	94.18%	95%
	Attendance for disadvantaged pupils remains a focus although the gap is closing between disadvantaged pupils and their peers.			
2	Outcomes at KS2 including MTC			
	End of KS2 Assessment Data demonstrates that an academic gap remains between PP and Non PP peers. Vocabulary exposure and poor sentence structure and stamina for writing limited outcomes in reading and writing, recall of multiplication facts inhibited outcomes in the MTC and maths papers.			
	MTC 2025			
	Non-DA	41%		
	DA	25%		
Current data demonstrates writing progress is lower than other curriculum areas across school for PP pupils in most year groups; as such this is a key focus of challenge 2.				
3	Phonics Outcomes KS1			
	Phonics outcomes for PP children in 2025 exceeded non PP pupils, however this is still below national. Early reading and phonic knowledge are the basis for success in KS2 and beyond – National outcomes were 80% in 2025, compared to 66% of PP pupils at Rosedale.			
4	Lower attainment on entry to Early Years, particularly in Literacy and Oracy.			
	Assessments show that disadvantaged pupils enter with lower communication, language and oracy skills. The 2025 EYFS data shows 50% of disadvantaged pupils achieved a Good Level of Development (GLD) compared to 77.8% of non-disadvantaged pupils. Vocabulary gaps, phonetic awareness and sentence building continue to impact early writing and reading.			
5	Access to Wider Opportunities and Experiences			
	It is essential at Rosedale that children have opportunities to flourish beyond the academic. Parent and Pupil Voice indicates that disadvantaged pupils have less access to wider opportunities outside of the school setting. Therefore, it is essential for us to close the Cultural Capital gap with the enrichment program we offer and to ensure Pupil Premium pupils have proportional representation across extra-curricular provision and leadership opportunities across school.			
6	SEMH needs			
	Social , Emotional and Mental Health remains a focus for our disadvantaged pupils Currently 52% of pupils accessing pastoral support in school are disadvantaged, as are 100% of pupils identified as CP. 66% of pupils with a BOSS referral are disadvantaged. These figures demonstrate a link between			

disadvantage and elevated SEMH needs, highlighting the need to effectively support these pupils' wellbeing and mental health.

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. To reduce the gap between disadvantaged and non-disadvantaged attendance	<ul style="list-style-type: none"> - Continued improvement in attendance for the 2025/26 academic year demonstrated by: - - The attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced so that it is no more than 1% - the gap between PP and non PP to reduce year on year so that it is negligible.
2. To improve attainment for PP pupils in KS2 assessments, including the MTC	<ul style="list-style-type: none"> - PP focus writing intervention program across all year groups shows improvement in transcription and composition for spotlight PP pupils - increasing PP outcomes year on year. - Provision maps will be cross checked to ensure the correct provision is in place in order for PP pupils to continue to make expected or accelerated progress. - Year 4 Multiplication Check data will continue to show a reduction in the gap between PP and non-PP pupils over the next 3 years until the PP/Non PP align. - All pupils will have regular access to Chromebooks (2025–26) during the school week to support their learning where appropriate. - Y3/4 access number sense daily to improve arithmetic skills and understanding of number. - Y1/2 access Mastering Number daily to embed a secure understanding of number - Pupil voice will demonstrate that disadvantaged pupils show increased engagement with learning.
3. To improve phonics outcomes at KS1 to bring inline with national outcomes	<ul style="list-style-type: none"> - Overall improvement in phonics outcomes in KS1 , with at least 75% of PP pupils achieving the PSC in Y1 in 2026 - Improvement in phonics to increase year on year, bringing results for disadvantaged and non disadvantaged pupils equal to national. - Engagement in support from the English hub including use of the LW diagnostic tools to identify and target key pupils with a focus on PP across EYFS and KS1 - including training of staff in the use of diagnostic and assessment tools.
4. Improved Literacy attainment in EYFS for Disadvantaged pupils seen through improved spoken language, vocabulary, oracy, phonics, reading and transcription and composition skills.	<ul style="list-style-type: none"> - Assessments and observations show measurable improvement in pupils' oral language, expressive vocabulary and oracy skills. Impact is evident through formative assessment and the Well COMM Assessment Tool. - Phonic assessments in EYFS will demonstrate improvement – identified through the heat maps on the LW analysis tool.
5. To improve access to wider opportunities	<ul style="list-style-type: none"> - Qualitative evidence will be gathered through parent and pupil voice and teacher observations.

and experiences for disadvantaged pupils, to make them equitable with non-disadvantaged pupils.	<ul style="list-style-type: none"> - Pupil Premium pupils will be invited to take part in extra-curricular activities and their participation in clubs will be monitored to ensure that engagement levels among Pupil Premium and disadvantaged pupils are proportionate to those of their non-disadvantaged peers. - At least 60% of PP pupils will engage in an extra curricular activity.
6. SEMH support is relevant and accessed by those children who need it – providing equity for disadvantaged pupils.	<ul style="list-style-type: none"> - Access to Support: Identified pupils access appropriate internal or external SEMH/behaviour/SEND support as soon as a need is identified - Improved Engagement: This will be demonstrated through Increased attendance, a reduction in negative behaviours being recorded, improved progress data and pupil and teacher voice. - Impact on Wellbeing: Pupil voice indicates increased confidence and emotional regulation – evidenced through regular wellbeing check-ins.

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: £1873

Activity	Evidence that supports this approach	Challenge number(s) addressed
SSP Programme Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils. Resourcing of Little Wandle to support phonics and necessary catch-up.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: <i>Phonics Toolkit Strand Education Endowment Foundation EEF</i> <i>Reading Comprehension Strategies – Education Endowment Foundation</i>	3/4 Little Wandle Phonics Programme and assessment analysis tool £773
Purchase of termly standardised diagnostic assessments Y1-Y6 Ongoing CPD for staff to ensure assessments are interpreted and administered correctly alongside moderation networks. Release time for teachers to moderate, analyse assessments	When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups: <i>Diagnostic assessment EEF</i>	2 NFER Diagnostic assessments £1100



and plan for future learning to target gaps in knowledge.		
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £65,850

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Subscription to additional online programmes to recap and consolidate key skills as reading fluency, comprehension, maths times tables and fluency.</p> <p>Reading Plus</p> <p>Third Space Learning</p> <p>TTRS</p> <p>Number Sense</p> <p>White Rose Maths</p>	<p>Based on our experience of using this previously, we know this makes a difference to disadvantaged pupils as they accelerate their progress.</p> <p>Reading Plus produces 2.5 years of growth in just 60 hours of personalized instruction.</p> <ul style="list-style-type: none"> • 2.5 Level Gains in 60 Hours • 2.0 Level Gains in 40 Hours • 1.0 Level Gains for College & Career Readiness in 20 Hours <p>https://www.readingplus.com/efficacies/</p> <p>In an independent trial, pupils receiving weekly one-to-one tutoring with Third Space Learning made 7 months' progress in 14 weeks.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition\</p>	<p>2</p> <p>£2250</p> <p>£140</p> <p>£9,000</p> <p>£540</p> <p>£550</p>
<p>Access to current technology to support personalised learning as well as recap and review through hire of Chromebooks and programmes/apps to sit alongside the technology.</p>	<p>This approach has been effective for our pupils in previous years so we wish to continue with this approach.</p> <p>Pupil voice also suggests that pupils value the access to up to date technology to support their learning.</p>	<p>2/5</p> <p>£14584.00</p>
<p>Appointment of HLTA to support high quality teaching and learning across UKS2 with a focus on PP spotlight pupils</p>		<p>£38,786</p>

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

Budgeted cost: £ 24,304

Activity	Evidence that supports this approach	Challenge number(s) addressed
Release time for senior leaders to work with PA pupil groups/attend DFE attendance webinars, Exceed Trust networks and time to implement strategies	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. <i>working together to improve school attendance.</i>	1 £2539
<i>A part time pastoral and intervention lead will support proactive and reactive safeguarding for all pupils as well as to work with key families to increase wellbeing.</i>	Improving behaviour in schools (d2tic4wvo1iusb.cloudfront.net) Metacognition and Self-regulated Learning EEF (educationendowmentfoundation.org.uk) EEF_Parental_Engagement_Guidance_Report.pdf (d2tic4wvo1iusb.cloudfront.net) The above reports recognise the approaches needed to support both pupils and parents.	5/6 £21765.00

Total budgeted cost: £ 92,027

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Intended Outcome	Review															
1. Improved attendance for disadvantaged pupils.	<p>Success Criteria: Improved attendance by 2025/26 demonstrated by:</p> <p>-The attendance gap between disadvantaged pupils and their non disadvantaged peers being reduced so that it is no more than 2% -The percentage of PP pupils who are PA being no more than 2% higher than their non -PP peers.</p>															
	<p>Review:</p> <p>Stringent policy and procedures have targeted PA pupils and those at risk of falling into PA</p> <p>Attendance awards, challenges and incentives have ensured improved outcomes for PP and non – PP, closing the gap to below 2%</p> <table><tr><td></td><td>2022-23</td><td>2023-24</td><td>2024-25</td></tr><tr><td>Disadvantaged</td><td>90.39%</td><td>91.87% + 1.48%</td><td>93.26% +1.39%</td></tr><tr><td>Non-Disadvantaged</td><td>93.60%</td><td>94.18% + 0.58%</td><td>95% +0.82%</td></tr><tr><td>Gap between Dis and Non-Dis</td><td>3.21%</td><td>2.31%</td><td>1.74%</td></tr></table>		2022-23	2023-24	2024-25	Disadvantaged	90.39%	91.87% + 1.48%	93.26% +1.39%	Non-Disadvantaged	93.60%	94.18% + 0.58%	95% +0.82%	Gap between Dis and Non-Dis	3.21%	2.31%
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Gap between Dis and Non-Dis	3.21%	2.31%	1.74%													
2. To sustain improved wellbeing for all pupils and families in our school community, particularly our disadvantaged pupils.	<p>Success Criteria: increased levels of pupil wellbeing each year demonstrated by:</p> <p>-At least 50% of disadvantaged pupils take part in an extra-curricular clubs/enrichment at lunchtime/after school/holiday clubs</p> <p>-Qualitative data from pupil voice, parent and pupil surveys</p> <p>-Case studies for key pupils accessing pastoral interventions show progress</p>															
	<p>Review:</p> <p>54% of pupils attending extra-curricular sports opportunities in 2024-25 were disadvantaged. Holiday camps also ran over some of the holiday periods by an external company with a focus on PP pupil attendance. Overall, 33% of attendees to extra-curricular clubs were disadvantaged. KS1 clubs were attended by 52% disadvantaged pupils.</p> <p>Parent voice (Autumn term 2025) indicates increased levels of confidence and wellbeing in pupils attending after school clubs – in particular performing arts club with a focus on social skills and confidence building, parent voice also indicates parental satisfaction with the extra-curricular provision Rosedale offers</p> <p>Pastoral intervention has been accessed by over 50% of our disadvantaged pupils, resulting in increased wellbeing and progress in engagement in their learning.</p>															

3. Improved outcomes across school for disadvantaged pupils in Reading, Writing and Maths. – KS2 outcomes

Success Criteria: improved outcomes demonstrated by:

- Increased reading, writing and maths outcomes for KS2 at least 40% PP to achieve expected standard
- Y1 phonics data demonstrates outcomes for PP and non-PP remain inline

Review:

KS2 outcomes show that 40% of PP pupils achieved expected standard in Reading and Maths. Whilst there is still a gap between outcomes for disadvantaged and non disadvantaged pupils progress data demonstrate that these pupils are making progress.

	Disadvantaged in year progress 2025			
	Y3	Y4	Y5	Y6
Reading	90.91%	100%	75%	77.78%
Writing	72.73%	81.82%	62.5%	55.56%
Maths	81.82%	90.91%	62.5%	77.78%

Summer 2025 outcomes:

Across KS2 60% of PP children achieved ARE in reading (Y3 72.7%, Y4 66.7%, Y5 50%, Y6 40%)
 Across KS2 34% of PP children achieved ARE in writing (Y3 45.5%, Y4 22.2%, Y5 40%, Y6 20%)
 Across KS2 51 % of PP children achieved ARE in maths (Y3 54.6%, Y4 44.4%, Y5 60%, Y6 40%)

Phonics

Summer 2 Analysis

All	DA	Non DA
14/23 (16 yr1) (7 Yr2)	6/9	8/14
64%	66%	57%

Disadvantaged		
Baseline	End Aut	End Sum
1/7 14%	5/7 71%	6/9 66%
+ 1 pupil (3 new DA pupils joined the cohort)		

4. Access to up-to-date technology for all pupils to support curriculum learning and embedding of key skills.

Success Criteria: learning supported by IT demonstrated by:

- Y3-6 access the Chromebooks 4x a week to access Reading Plus to build fluency and comprehension.
- Y3 and Y4 access the Chromebooks and Maths Frame/TT Rockstars to support multiplication/division knowledge each week.
- F2 access the iPad to recap knowledge of number each day.

Review:

KS2 Pupils have had regular access to iPads and chrome books throughout the year. This has overall had a positive impact on their outcomes in reading and maths, through daily Reading Plus sessions and opportunities to practice times tables.

	Y3			Y4			Y5			Y6		
	R	W	M	R	W	M	R	W	M	R	W	M
PP ARE	72.7%	45.5%	54.6%	66.7%	22.2%	44.4%	50%	40%	60%	40%	20%	40%
Non PP ARE	83.3%	83.3%	75%	81.3%	53.3%	80%	60%	55%	50%	100%	100%	100%
Difference	10.6%	37.8%	20.4%	14.6%	31.1%	35.6%	10%	15%	+10%	60%	80%	60%

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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
Reading Plus	Letters and Sounds
TTRS	Times Table Rockstars
Number Sense	Number Sense
Mastering Number	Mastering Number
White Rose Maths	White Rose Maths