



Rockwell Green C of E Primary School

Pupil Premium Strategy Statement

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 financial year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	204
Proportion (%) of pupil premium eligible pupils	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)	3 Years
Date this statement was published	July 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Mike Berrisford
Pupil premium lead	Mike Berrisford
Governor / Trustee lead	Emma Clements

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£104,535
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>	£104,535

Part A: Pupil premium strategy plan

Statement of intent

To enable our disadvantaged pupils to make excellent progress from their starting points. Our pupil premium strategy focuses on quality first provision with specific quality interventions to support where and when needed.

Challenges

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

Challenge number	Detail of challenge
1	The lower attainment and gaps in children's learning across all areas of learning including: speech and language skills, vocabulary, reading skills, mathematics skills and writing skills.
2	The children's under developed learning behaviours (eg. determination) so they are able to plan, monitor and evaluate their learning
3	The children's under developed social and emotional skills that then impacts on them being ready to learn
4	Attendance rates of both staff and pupils continuing to be at lower rates nationally than before the pandemic which has significantly impacted on all pupils including those classed as PP

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
Further enhance quality first teaching	The triangulation of evidence (book look, planning scrutiny, pupil voice and learning walks) demonstrate that teaching and learning in all classes continues to be at least good and that gaps in learning are being effectively addressed.
Raise attainment in reading, writing and maths	The attainment percentages for all children including those eligible for PP funding is closer or in line to the national average.

Increase the achievement of pupils across the curriculum	Internal tracking data and triangulation of evidence indicates that progress rates of PP children continue to increase.
The learning behaviours of all our children including those who are PP improves further	Most children are able to continually speak confidently about their approach to learning and what they do to help themselves.
Attendance rates for pupils eligible for PP are at least good	The overall attendance rate for PP pupils and the number of PP pupils continues to be better than the national average

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: £58,325

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued high quality CPD for all staff covering all aspects of the curriculum	It is recognised that quality first teaching is the most effective way to improve outcomes for pupils.	1 and 2
Learning Behaviours approach to be embed across the school	EEF toolkit states that effective teaching of metacognition and self-regulation can bring +7 additional months of progress	2
Continue to develop the 'Zones of Regulation' as a whole school approach to support children with a greater understanding of how to regulate their emotions.	EEF toolkit states that effective use of approaches to support social and emotional learning can give +4 additional months of academic progress	3
Continue to enhance the graduated approach and both identification and teaching of SEN pupils across the school	The EEF guidance document on SEN stated that quality first teaching was the most effective way	1, 2 and 3

	to support the progress of SEN pupils.	
<p>To continue to be a Voice 21 school with Oracy being a driver for improved attainment and achievement within the school.</p> <p>Oracy policy outlines schools approach so consistency can be gained</p> <p>Implement an assessment process so explicit teaching points are identified and taught</p> <p>Teaching of specific vocabulary at the beginning of maths, science, history and geography sessions as well as through shared reading and other sessions in the curriculum.</p>	<p>The EEF Early Years Toolkit states that effective communication and language strategies can bring +6 additional months of progress. The EEF publication on Oral Intervention states that +6 additional months progress can be achieved by using these approaches effectively.</p> <p>There is clear evidence that children who are below the expected standard in language and vocabulary at the end of Reception are more likely to be below the expected standards when they are eleven.</p>	1
<p>Use a greater amount of collaborative learning to aid progress</p>	<p>EEF Toolkit states that effective use of Collaborative Learning can give +5 additional months of progress to learners</p>	1 and 2
<p>Release the Phonics lead through phonic sessions so they are able to monitor, coach and support all staff members who are delivering phonics</p> <p>Continue to embed the RWI phonic approach with adult intense small groups focused on the children's needs</p>	<p>The EEF toolkit states that an effective phonics approach can give 5 additional months of progress.</p> <p>Having smaller groups which use adults effectively and enable the children to be taught exactly what they need is a key part of accelerating progress especially for disadvantaged pupils.</p>	1

<p>Use of daily Shared reading sessions once children come off phonics where specific skills are explicitly taught. These are focused on using the Christopher Such approach and learning.</p> <p>Purchase of books to enhance offer and experience to the children</p> <p>Continue to enhance and embed pleasure for reading experiences</p>	<p>The EEF toolkit states that effective teaching of reading comprehension strategies can give 6 additional months of progress.</p>	
---	---	--

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

Budgeted cost: £38,410

Activity	Evidence that supports this approach	Challenge number(s) addressed
RWI phonics interventions for children with the aim of keeping up rather than catching up	The EEF toolkit states that an effective phonics approach can give 5 additional months of progress.	1
RWI phonics intervention for children in Yr3 and 4 who have not completed the phonic scheme	The EEF toolkit states that an effective phonics approach can give 5 additional months of progress.	1
Number sense intervention in KS1 and fluency interventions in KS2	The EEF toolkit states that effective small group tuition can bring +4 additional months of progress	1
Language Link interventions	EEF Early Years Toolkit states that effective communication and language strategies can bring +6 additional months of progress	1

ELSA interventions across the school	EEF toolkit states that effective use of approaches to support social and emotional learning can give +4 additional months of academic progress	3
--------------------------------------	---	---

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

Budgeted cost: £7,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance officer to follow robust systems to target persistent absentees and to work closely with other agencies, parents and pupils to provide support and bring about improvements	There is clear evidence that good attendance correlates to attaining well at school. Good attendance is especially important for children identified as Pupil Premium due to the experiences they receive at school.	4
Forest School provision 50% reduction for Yr6 residential Increase the number of adults available at lunchtime £50 PP fund available to all parents to support with the cost of school uniform, trips and experiences within school	Giving disadvantaged children these wider experiences supports their oracy development and raises aspirations.	1, 2 and 3

Total budgeted cost: £104,535

Early Years Pupil Premium 2025/26 - £870.50 (Summer Term 2025)

Area of Spend	Contribution from Pupil Premium	Description of Intervention	Rationale and Evidence for Need	Intended Outcomes – How impact is to be measured	Impact of the Intervention
Hours to have an additional staff member	£870.50	Staff member available to support the speech and language development	Provision is enhanced for all children but especially those with speech and	Data tracked and progress monitored.	PP children achieve at least in line with PP children nationally and the gap

		of children through both provision and the use of the Wellcomm Trust Toolkit	language needs Reduce attainment gap between boys and girls		narrowed to the achievement of non PP children School readiness has improved
--	--	--	--	--	---

Early Years Pupil Premium 2025/26 - £1,222 (Autumn Term 2025)

Area of Spend	Contribution from Pupil Premium	Description of Intervention	Rationale and Evidence for Need	Intended Outcomes – How impact is to be measured	Impact of the Intervention
Hours to have an additional staff member	£847.20	Staff member available to support the speech and language development of children through both provision and the use of the Wellcomm Trust Toolkit	Provision is enhanced for all children but especially those with speech and language needs Reduce attainment gap between boys and girls	Data tracked and progress monitored.	PP children achieve at least in line with PP children nationally and the gap narrowed to the achievement of non PP children School readiness has improved
New resources including new books as part of the reading spine	£374.80	New resources to enhance the provision within the setting with a focus on emotional development, speech & language and developing vocabulary	Provision is enhanced for all children but especially those with speech and language needs Reduce attainment gap between boys and girls	Data tracked and progress monitored.	PP children achieve at least in line with PP children nationally and the gap narrowed to the achievement of non PP children School readiness has improved

Early Years Pupil Premium 2025/26 - (Spring Term 2026) - £1,004

Area of Spend	Contribution from Pupil Premium	Description of Intervention	Rationale and Evidence for Need	Intended Outcomes – How impact is to be measured	Impact of the Intervention
Hours to have an additional	£690	Staff member available to support the speech and	Provision is enhanced for all children but especially	Data tracked and progress monitored.	PP children achieve at least in line with PP children

staff member		language development of children through both provision and the use of the Wellcomm Trust Toolkit	those with speech and language needs Reduce attainment gap between boys and girls		nationally and the gap narrowed to the achievement of non PP children School readiness has improved
New resources including new books as part of the reading spine	£314	New resources to enhance the provision within the setting with a focus on emotional development, speech & language and developing vocabulary	Provision is enhanced for all children but especially those with speech and language needs and social emotional needs Reduce attainment gap between boys and girls	Data tracked and progress monitored.	PP children achieve at least in line with PP children nationally and the gap narrowed to the achievement of non PP children School readiness has improved

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

School Headline Data 24/25

- 50% of disadvantaged children achieved their GLD at the end of Reception
- 80% of disadvantaged children passed the Yr1 phonic screening
- Yr4 Multiplication Screening: Average score of disadvantaged children was 16.6 out of 25, average score of disadvantaged children/Non-SEN was 22.5 (above the national average)
- Yr6 SATS Data for disadvantaged pupils (cohort:16): 56% Combined, 63% reading, 63% writing, 69% maths
Yr6 SATs Data for disadvantaged pupils/Non-SEN: 70% Combined, 70% reading, 80% writing and 80% maths

Assessment Data from the November 2025 ISDR

Disadvantaged pupils - Reading expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged		
		School	National	National distribution banding
3-year	29	66%	62%	Close to average (non-sig)
2025	14	64%	63%	Close to average (non-sig)
2024	9	67%	62%	Close to average (non-sig)
2023	6	67%	60%	Close to average (non-sig)

Disadvantaged pupils - Writing expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged		
		School	National	National distribution banding
3-year	29	48%	59%	Below (non-sig)
2025	14	57%	59%	Close to average (non-sig)
2024	9	33%	58%	Below (non-sig)
2023	6	50%	58%	Close to average (non-sig)

Disadvantaged pupils - Mathematics expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged			S 1 N (r
		School	National	National distribution banding	
3-year	29	62%	60%	Close to average (non-sig)	
2025	14	64%	61%	Close to average (non-sig)	
2024	9	56%	59%	Close to average (non-sig)	
2023	6	67%	59%	Close to average (non-sig)	

Attendance Rates comparing to National figures for pupils with free school meals 24/25

- Overall attendance: 94.2% (top 10-20% nationally)
- Persistent Absentee: 11.8% (top 10-20% nationally)

Review of Intended Outcomes:

1) Further enhance Quality First Teaching

As evidenced by SEP reports the quality of teaching and learning continues to be good. This is due to focused and high quality CPD being at the heart of the school continuing to improve and enhance its provision.

2) Raise attainment in reading, writing and maths

As evidenced by the data above we are continuing to see attainment data at the end of KS2 increase. Yr1 phonics is inline with the National percentage for all children and while we have seen a drop in the Yr4 multiplication screening the

disadvantaged/Non SEN figure demonstrates this was due to SEN need rather than provision for Pupil Premium pupils.

3) Increase the achievement of pupils across the curriculum

Due to continuing to strengthen the curriculum we are seeing outcomes and achievement rise across the curriculum.

4) The learning behaviours of all children including those with PP improves further

As evidenced by SEP reports and internal observations, learning behaviours of the children continue to be good. This continues to be a focus and taught through both our school values and our three school learning behaviours of: determination, communication and curiosity.

5) Attendance rates for those children who are PP are very good

The attendance strategies being used are being effective as evidenced by the data above. The focus is on continuing to intervene early alongside the new statutory expectations

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.

None used