Pupil premium strategy statement – Roseacre Junior School

This statement details our school's use of pupil premium (and recovery 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	426
Proportion (%) of pupil premium eligible pupils	3.5%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2024-25 2025-26 2026-27
Date this statement was published	December 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Duncan Garrett
Pupil premium lead	Duncan Garrett
Governor / Trustee lead	Michele Sowden-Mehta

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£22725
Pupil premium (and recovery premium*) funding carried forward from previous years *(enter £0 if not applicable)* **Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.*	£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*	£22725

Part A: Pupil premium strategy plan

Statement of intent

At Roseacre Junior School we use this funding to accelerate progress and raise attainment as well as raise aspirations and broaden experiences for the individual child. This ensures that disadvantaged children are given the same opportunities and life experiences as everyone else. The funds are used to provide additional support so that individual pupils' needs are effectively met through a wide range of interventions specifically tailored for them. We use evidence-based interventions (researched in the Education Endowment Foundation (EEF)Toolkit) and evidence from our own experience to allocate the funding to the activities that are most likely to have an impact on improving achievement.

We will consider the challenges faced by our vulnerable pupils, including those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel.

To ensure they are effective we will: ensure disadvantaged pupils are challenged in the work that they're set, act early to intervene at the point need is identified, adopt 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	Progress: PP children often have lower starting points than their non-PP peers in reading (including phonics), writing and maths. Year-on-year they need to make more than expected progress for them to reach the same level as their peers by KS2.
2	Wellbeing: Low self-esteem and lack of resilience due to social and emotional needs, an increase in mental health needs, including anxiety.
3	Enrichment opportunities: Generally PP children have a narrower range of experiences and enrichment activities. This affects cultural, social and academic confidence. This can also affect pupils' aspirations for the future.
4	Attendance: Poor attendance of some PP children affects the progress in learning and self-esteem. Attendance data shows in 2024-25, 93% attendance of PP children which is 3.5% below the whole school attendance figure of 96.5%.

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. Improve reading, writing and maths attainment at the end of KS2 for disadvantaged pupils.	At the end of key stage 2 all PP children are targeted to meet or exceed the required standard in reading, writing and maths. The only exception to this would be when a PP child has a significant SEND need that impacts significantly on their attainment in one or more of these subjects. However, evidence will show sustained progress for these pupils.
2. To achieve and sustain improved wellbeing for PP children.	Sustain high levels of pupil wellbeing, data from parent and pupil surveys will show high levels of wellbeing, significant increase in participation in enrichment activities.
3. Improved cultural capital for PP children, including increased levels in social and emotional skills.	Significant increase in participation in enrichment activities, particularly among our disadvantaged pupils.
4. Improved attendance by PP children, with the gap closed between disadvantaged pupils and their peers.	Sustained and improved high attendance for all pupils by 2024. The attendance percentages for PP children to rise on previous year and to close the gap with all pupils. The PP attendance figures to be higher than all schools nationally.

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: £10,550

Activity	Evidence that supports this approach	Challenge number(s) addressed
Catch up Y3 and Y4 maths lessons in smaller group sizes. To include pupils with PP. These sessions and planning for these sessions are regularly monitored by the Maths Leader and SEND team.	EEF(+3) (smaller class sizes) (+6) (increased feedback)	1
Staff training and direct feedback from NPQ Leading Maths and participation in the Kent Maths Hub. De-escalation training from Specialist provision to support quality first teaching. Leader of Learning time to support TAs in improving practice and peer observations of good practice. Visioning day for all staff on school ethos and school values.	Evidence indicates that high quality teaching is the most powerful way for schools to improve pupil attainment, particularly for socio-economically disadvantaged students. Teaching the values, particularly 'Achievement (for all)' and 'Resilience' values. (Growth mindset)	1,2 and 4
Supporting the recruitment and retention of teaching staff, by providing cover for staff to undertake professional development – including NPQs.	Evidence indicates that high quality teaching is the most powerful way for schools to improve pupil attainment, particularly for socio-economically disadvantaged students.	1
Continuing to train all new staff and refresh existing staff on the Accelerated Reader	Phonics approaches have a strong evidence base that indicates the positive impact on the accuracy of word	1

programme and the Little Wandle Phonics scheme.	reading, particularly for disadvantaged pupils.	

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

Budgeted cost: £5,850

Activity	Evidence that supports this approach	Challenge number(s) addressed
Year 6 Maths intervention groups for higher ability disadvantaged pupils with Deputy Headteacher.	EEF(+3) (smaller class sizes) (+6) (increased feedback)	1
Year 6 Maths booster for disadvantaged pupils who need support to get to the expected standard.		1
Rapid Catch-up Little Wandle phonics interventions.		1
Additional Maths interventions.		1

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

Budgeted cost: £6325

Activity	Evidence that supports this approach	Challenge number(s) addressed
FLO to continue to support the attendance of disadvantaged pupils.	It is known that a Family Liaison Officer helps improve attendance in schools. EEF – Parental engagement (+4 months)	2, 4
Wraparound care offered to some PP children to support attendance into school or to encourage pupils	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. 'Improving School Attendance' – DfE.	2, 3, 4

to attend after school clubs.		
Additional spaces for small intervention and wellbeing room developed and furnished.	The tuition targeted at specific needs and knowledge gaps can be an effective method of supporting low attaining pupils or those falling behind. Both 1-to-1 and in small groups. EEF - Small group tuition +4 months Sensory circuits – leaflet NHS – 'many children can benefit from attending a sensory circuit even for a short period of time.' There is extensive evidence associating childhood emotional skills with improved outcomes at school and in later life. EEF - Social and emotional learning +4 months	2
Wellbeing sessions		2
Social and emotional groups.		2
Sensory circuits		2,4
CPD for staff on mental health and wellbeing. Mental Health Lead training.		2
Additional school trips and visitors to support enrichment.	Pupils are more engaged in their learning back at school and supports pupils' positive views of school. Evidence suggests that cultural capital passed on through families helps children to do better in school. Our education system values knowledge and ways of thinking developed by acquiring cultural capital. www.culturallearningalliance.org.uk	3

Total budgeted cost: £ 22725

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils in 2025

Creating focussed intervention groups led by experienced teaching staff provided identified pupils who needed extra support and/or additional challenge to increase their rate of progress and level of attainment. Support was tailored to meet specific needs, including sensory and wellbeing needs. The support enabled the children to apply this learning in class and make accelerated progress.

57% of Y6 PP pupils achieved the expected standard in combined reading, writing and maths. (44% exp+ and 0% at higher standard in 2024)

57% of PP achieved the expected standard and 29% achieved the higher standard in reading. (56% exp+ and 44% at higher standard in 2024)

71% of PP achieved the expected standard and 14% achieved the higher standard in writing. (78% exp+ and 0% at higher standard in 2024)

57% of PP achieved the expected standard in maths. 14% achieved the higher standard in maths. (44% exp+ and 22% at higher standard in 2024)

57% of PP achieved the expected standard in SPaG and 29% achieved the higher level. (78% exp+ and 22% at higher standard in 2024)

86% of PP achieved the expected standard in science. (89% exp+ in 2024)

We ran wellness groups, sensory circuits and provided children with opportunities to talk which led to an improvement in the pupils' mental health and wellbeing and enabled them to access learning and improved their attendance. We increased the attendance of PP pupils at school clubs. This provided increased opportunities and experiences in participating in extra-curricular activities. It also encouraged pupils to join the school choir. Educational trips and visitors to the school have provided wider experiences for PP children. This has extended their learning within the curriculum and beyond. There has been improved attendance at school and at after school clubs. There has been a greater participation in all school and after school activities.