

Pupil premium strategy statement 2025/26– Rosecroft Primary 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	451
Proportion (%) of pupil premium eligible pupils	22%
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)	2024/2025 2025/2026 2026/2027
Date this statement was published	December 25
Date on which it will be reviewed	December 26
Statement authorised by	Jackie Drew
Pupil premium lead	Jackie Drew
Governor / Trustee lead	Penny Shepherd

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£147,670
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>	£147,670

Part A: Pupil premium strategy plan

Statement of intent

Rosecroft Primary School is a two/three-form entry primary school and since 1st April 2025 we have been part of the Sapientia Education Trust. Our values are Achieve, Collaborate and Flourish. Rosecroft Primary School is in the market town of Attleborough which is located between Norwich and Thetford.

When making decisions about using the Pupil Premium, it is important to consider the context of the school and the subsequent challenges faced. These are considered alongside EEF research. However, we do not make assumptions about the members of our school community who are disadvantaged; instead we look at the evidence before us and act accordingly.

At Rosecroft Primary School, it is our intention that all pupils, irrespective of the challenges they face, achieve well, make good progress and flourish. We offer a wide range of rich experiences that promote enthusiasm for learning. For many children attending our school, we recognise that their experiences out of school can be limited and the help they receive with their education is impacted. We aim to provide them with opportunities to gain strong foundations that will lead them to be able to have positive outcomes in the future.

We will achieve this by:

- Ensuring there is high quality teaching and learning to improve outcomes for all children
- Ensure all pupils are able to read fluently, and with good understanding, to enable them to access the breadth of the curriculum
- Identifying barriers to learning and finding solutions to overcome these
- Monitoring attendance and providing guidance and support to any families in need, so that the attendance of their child improves
- Monitor wellbeing and provide support to meet individual needs
- Working closely with parents and families so they become more involved in their child's education
- Providing a range of wider opportunities

Challenges

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

Challenge number	Detail of challenge
1	Children who are in receipt of Pupil Premium do not achieve the same rate of progress and attainment as 'all' children in reading, writing and maths at the end of Key Stage 2.
2	Difference in cultural capital means that some children are not able to access wider opportunities outside of school.
3	Attendance of some of the PP families need to be improved.
4	Social, emotional and mental health
5	26% of our pupils with SEN are also in receipt of pupil premium. 12% of children with SEN and who are PP have an EHCP. The attainment and progress of these children is lower than for children who are not disadvantaged and do not have SEN.

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
To narrow the progress and attainment gap between 'all' pupils and disadvantaged children in reading, writing and maths	End of Key Stage 2 national data and internal data shows the gap between all children and children in receipt of PP has narrowed.
To ensure children in receipt of pupil premium are accessing wider opportunities e.g. after school sports clubs, residential	More children in receipt of pupil premium attend after school clubs and residential visits.

All children have 'cultural capital' experiences	All pupils experience 'cultural capital' activities throughout the years, such as local and out of county educational visits (e.g. Norwich Castle, places of worship, Houses of Parliament, visits to London) as well as visitors to school.
To narrow the attendance gap	Attendance for children eligible for Pupil Premium is in line with whole school attendance
To achieve and sustain improved well-being for all children, particularly those who are disadvantaged or vulnerable, in order to access learning	Improved levels of wellbeing, demonstrated by pupil voice and teacher observations.
To ensure we have adequate external and internal support for disadvantaged and vulnerable children, who also have SEN, to enable them to achieve the best possible outcomes.	Improved attainment and progress, happy children and good behaviour for learning demonstrated.

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: £110.753

Activity	Evidence that supports this approach	Challenge number(s) addressed
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The employment of appropriate high quality teachers, and support staff, to accelerate learning in the classroom and provide targeted interventions across the school, using high quality curriculum materials.	Access to high quality teaching is the most important lever schools have to improve outcomes for their pupils. It is particularly important to ensure that when pupils are receiving support from a teaching assistant, this supplements teaching but does not reduce the amount of high quality interactions they have with their classroom teacher both in and out of class. Teaching and Learning Toolkit EEF (educationendowmentfoundation.org.uk)	1,5
Little Wandle	Little Wandle Letters and Sounds is based on evidence from neuroscience, cognitive psychology and educational research thus promoting the basis for rapid automatic word recognition and fluent reading. Phonics EEF (educationendowmentfoundation.org.uk)	1,5
CPD and attendance of professional networks for subject leaders to support the delivery of high-quality teaching, effective use of resources and improved standards of learning and achievement for all pupils. Subject leaders can support colleagues with adaptive resources for their curriculum area.	EEF research states that high quality teaching improves pupils outcomes and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom. Teachers' CPD will have a direct impact on improving the academic achievements of disadvantaged pupils particularly in English and maths. Effective Professional Development EEF (educationendowmentfoundation.org.uk)	1,5
CPD to improve teachers' and support staffs' understanding of the needs of children with specific learning difficulties.	Previous training has proved to be effective. Staff remain upskilled and new staff are trained. CPD includes, deaf awareness, autism awareness, TEACCH, Step On and Step Up training.	1,4,5
Ipads and computers used to support interventions for targeted children.	Technology is most effective when it is used to supplement or enhance teaching EEF Digital Technology Guidance Report.pdf (d2tic4wvo1iusb.cloudfront.net)	1,5

Prioritise reading	Targeted interventions to improve outcomes in reading enabling pupils to access all areas of the curriculum. Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)	1,5
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £35,528

Activity	Evidence that supports this approach	Challenge number(s) addressed
Identified pupils to attend Yr 6 Booster groups and phonics interventions across the school.	The EEF toolkit identifies that smaller group teaching allows staff to change the way in which they teach by ensuring more high-quality interactions providing greater quality and quantity of feedback to individual pupils. Providing feedback is well evidenced and has a high impact on learning outcomes by providing specific information on how to improve. Extending school time EEF (educationendowmentfoundation.org.uk) Small group tuition EEF (educationendowmentfoundation.org.uk)	1,5
NTS assessments 3 x a year Testbase	Testing identifies specific gaps in learning through BOOST Insights Small group tuition EEF (educationendowmentfoundation.org.uk)	1,5

Additional staff to deliver high quality interventions and support, alongside classroom teaching.	Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress Making Best Use of Teaching Assistants EEF (educationendowmentfoundation.org.uk)	1,4,5
Little Wandle KS2 rapid catch-up resources	For those children who cannot read at age related expectations, the rapid catch-up programme provides targeted support to enable children to access the curriculum and enjoy reading as soon as possible. Phonics EEF (educationendowmentfoundation.org.uk)	1,5
Nessy for targeted English support IDL	Nessy is a highly effective programme based on the science of reading. It is most effective for those who need additional support, especially those with dyslexia. Research Nessy	1,5

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

Budgeted cost: £43,150

Activity	Evidence that supports this approach	Challenge number(s) addressed
Full-time PSA to support children in school with behaviour and support vulnerable families	The PSA provides children and families with the support they require leading to improved relationships with school and home lives for the whole family. Improving Behaviour in Schools EEF (educationendowmentfoundation.org.uk) Parental engagement EEF (educationendowmentfoundation.org.uk)	1,3,4,5

Thrive programme to support children with improving mental health and wellbeing	EEF research shows that there is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life, in relation to physical mental health, school readiness and academic achievement, crime, employment and income. Improving Social and Emotional Learning in Primary Schools EEF (educationendowmentfoundation.org.uk)	1,4,5
External support e.g. The Benjamin Foundation, Starfish		
Attendance - robust attendance monitoring to track low attendance and persistent non-attendance	Ofsted research and DfE publications highlight that pupils who have above 95% attendance achieve better outcomes. EEF Parental Engagement Guidance Report.pdf (d2tic4wvo1iusb.cloudfront.net)	3
Support with funding for wider curriculum/extra-curricular/school trips to ensure children have equal access to enrichment is essential to them feeling a part of the school community	EEF research shows that wider curricular activities can enhance academic outcomes as well as developing social skills and engagement. It has a positive impact on wellbeing and ensures all pupils have access to the same opportunities. Arts participation EEF (educationendowmentfoundation.org.uk) Physical activity EEF (educationendowmentfoundation.org.uk)	2
Opportunities for parental engagement e.g. parent workshops in phonics, reading, writing and maths	Evidence suggests that parents play a crucial role in supporting their children's learning and level of parental engagement are consistently associated with better academic outcomes. EEF Parental Engagement Guidance Report.pdf (d2tic4wvo1iusb.cloudfront.net)	1,4,5

Total budgeted cost: £189,431

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

This details the impact that our previous pupil premium strategy had on pupils in the 2024 to 2025 academic year.

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments. To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level and the results achieved by our non-disadvantaged pupils.

Challenge 1 – intended outcome

To narrow the progress and attainment gap between 'all' pupils and disadvantaged children in reading, writing and maths

KS2 2024-25				
	RPS all	National all	RPS disadvantaged	National disadvantaged
Combined EXP	59%	62%	36%	47%
<i>Combined GDS</i>	4%	8%	0	4%
Reading EXP	69%	75%	57%	63%
<i>Reading GDS</i>	32%	33%	14%	21%
Writing EXP	62%	72%	36%	59%
<i>Writing GDS</i>	10%	13%	0	7%
Maths EXP	71%	74%	36%	61%
<i>Maths GDS</i>	26%	26%	14%	15%

Whilst outcomes overall have improved in many areas, our data shows disadvantaged pupils have achieved outcomes below those of our non-disadvantaged pupils, including GDS outcomes. Outcomes are lower than non-disadvantaged pupils, both at school level and

nationally. Robust Pupil Progress meetings ensure interventions are targeted and deliberate with progress being tracked and monitored. A new assessment scheme has also been introduced, enabling teachers to accurately identify gaps in pupil knowledge to inform planning and thus raise attainment.

Year 1 Phonics 2024-25			
RPS All	RPS disadvantaged	National all	National disadvantaged
65%	33%	80%	67%

The data shows a significant gap between our disadvantaged and non-disadvantaged pupils in phonics outcomes, highlighting the necessity of robust assessments, data tracking and targeted phonics interventions. Robust phonics interventions and tracking have been introduced in KS2 to support those pupils still needing support and who did not pass the Phonics Screening Test in KS1.

Challenge 2 – intended outcome

Difference in cultural capital means that some children are not able to access wider opportunities outside of school.

Pupil premium pupils have been prioritised for sports events and extra curricular activities run by school staff. These include German, recorders, dodgeball, multi sports, mindfulness, sewing and board games clubs. We have funded an outside provider to work with Pupil Premium children on food and nutrition with weekly cooking sessions. This work will continue. Pupil Premium funding has been used to support with trips and visits including residential trips, to enable all pupils to access wider opportunities and experiences.

Challenge 3.

Attendance of some of the PP families need to be improved.

Our PSA continues to work closely with our PP families, identifying barriers to attendance and incentivising good attendance, drawing in support from outside agencies as needed. Our whole school approach has changed to attendance is everyone's responsibility with

teachers and TAs consciously supporting pupils to be in school and learning, with a particular focus on our disadvantage pupils, recognising the significance of attendance in closing the gap in pupil outcomes.

The data shows:

The attendance percentages for 2024/25:

Pupil premium pupils – 91.5%

Non pupil premium pupils – 96.4%

Challenge 4. – intended outcome

Social, emotional and mental health - to achieve and sustain improved well-being for all children, particularly those who are disadvantaged or vulnerable, in order to access learning

Thrive staff work with pupils to help them develop strategies and coping mechanisms to help them regulate better.

Additional funding has been put into therapeutic interventions such as Play Therapy, Human Given Therapy, Benjamin Foundation. Additionally we are working with Starfish and Lighthouse Education who support our vulnerable pupils on a voluntary basis.

Parent support sessions have been well received to support with behaviour management at home.

Challenge 5. – intended outcome

To ensure we have adequate external and internal support for disadvantaged and vulnerable children, who also have SEN, to enable them to achieve the best possible outcomes.

Additional EP appointments and psychometric testing sessions have been funded to support with early identification of need. Due to the high level of speech and language need, funding has gone into enabling a TA to complete a level 4 Award in Supporting Children and Young People with Speech, Language and Communication Needs. She works full time to support pupils, also liaising with outside SALT.

We have a full time SENDCO who leads whole staff CPD to ensure staff are equipped with the skills and knowledge they need to meet the needs of all pupils, but especially those pupils with SEND.

Parents and carers have been invited to attend Parent cafes run by the SENDCO/Schools and Community Team on topics such as ADHD, ASD and positive behaviour management.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
TTRS and numbots	
Nessy	
Little Wandle	
Thrive	

